
New  Brunswick

REPORT CARD '98

Anglophone School Districts

Department of Education

Evaluation Branch

Table of Contents

1.	Preface.....	ii
2.	Provincial School District Map.....	1
3.	Questions and Answers.....	2
4.	Grade 11 Provincial Examinations	
	- Background, Findings and Follow-up	6
	- Charts: Grade 11 Mathematics and English Results by School	8
5.	Grade 12 French Second Language Oral Proficiency Test	
	- Background, Findings and Follow-up	16
	- Charts: District Results by Program Goal.....	18
6.	English Language Proficiency Reassessment	
	- Background, Findings and Follow-up	20
	- Charts and Graphs.....	21
7.	Middle Level English Language Proficiency Assessment	
	- Background, Findings and Follow-up	26
	- Charts and Graphs.....	28
8.	Middle Level Mathematics Assessment	
	- Background, Findings and Follow-up	36
	- Charts and Graphs.....	38
9.	Assessment at Grade 6	
	- Background, Findings and Follow-up	42
	- Graphs.....	44
10.	FSL Assessment at Grade 6	
	- Background, Findings and Follow-up	50
	- Graphs.....	51
11.	Appendix A: Technical Issue: Confidence in Assessment Results	54
12.	Appendix B: Marking Criteria/Levels of Proficiency	58
13.	Appendix C: Your Comments	69

Preface

The charts, graphs and statistics contained in this report reflect the achievement levels of students in the English-speaking schools of New Brunswick. They summarize and describe the results of provincial examinations/assessments that focus on the skills and knowledge the English-speaking school system is expected to teach its students.

Meaningful comparisons in achievement between New Brunswick's anglophone and francophone schools cannot be made based on the statistics contained in this document and a similar one produced for the French-speaking schools. Aside from differences between the two systems with respect to subject content and focus, different examinations with their different questions, administrative procedures and scoring processes do not provide the measurement precision needed to make valid comparisons between the two systems.*

All of the current assessment programs, with the exception of the grade 11 Provincial Examinations, report student achievement on a scale that ranges from *Weak* to *Superior* (or *Novice* to *Superior* for the FSL oral test). It will be helpful to keep the following concepts in mind to better understand Report Card '98.

Terms such as *Superior*, *Weak* or *Marginal* do not indicate exact points on an achievement scale, but rather represent a range of achievement (skills, knowledge and abilities). Students categorized as *Acceptable* have demonstrated the skills, knowledge and abilities expected of them at a particular point in their schooling. Students who have not demonstrated the expected achievement are categorized into either the *Weak* or *Marginal* levels, while those whose work exceeds expectations are classified into either the *Competent* or *Superior* categories.

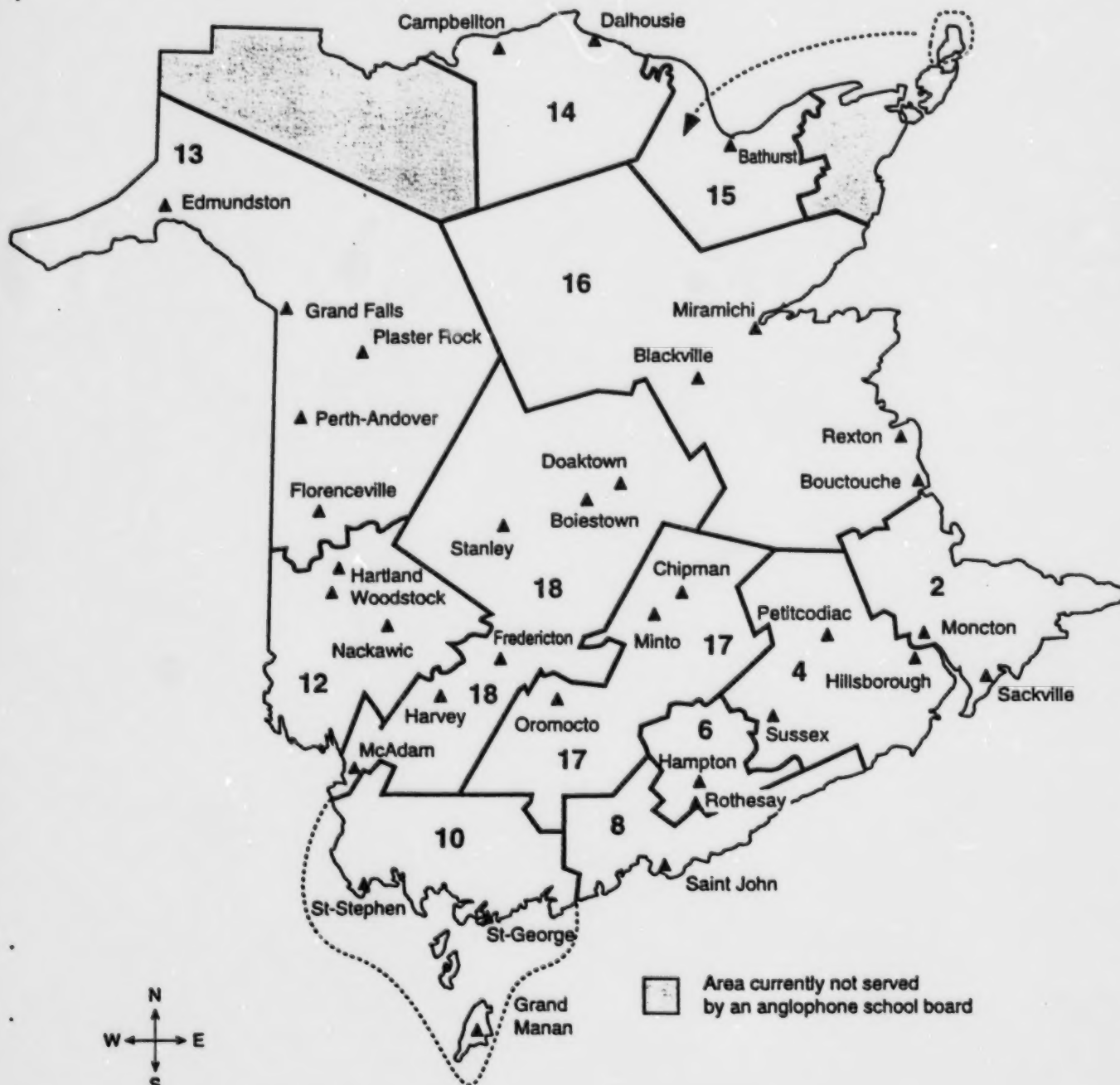
However, it is important to understand that performance deemed *acceptable* at one grade will not be *acceptable* at another grade. For example, *acceptable* in reading at grade 8 differs very substantially from *acceptable* at reading in grade 3 because students at the primary level are not expected to deal with the much more complex text and understandings that students in grade 8 are expected to comprehend.

The major advantage to this reporting scheme is the descriptors that define the specific skills and abilities demonstrated by students at the various levels. Test results reported in this fashion make it easier for teachers, administrators and policy-makers to pinpoint students' weaknesses in order to foster improvement. Reporting in this manner is standard practice in many educational jurisdictions and for the Canada-wide School Achievement Indicators Program.

For the sake of clarity and consistency, however, percentages are the basic unit used to **summarize** student achievement in Report Card '98.

* The cross country School Achievement Indicators Program conducted by the Council of Ministers of Education, Canada (mathematics in 1993 and 1997, reading and writing in 1994 and 1998, and science in 1996) has produced valid intra-provincial achievement statistics.

New Brunswick Anglophone School Districts (1996)



SOME QUESTIONS AND ANSWERS

Q. What is "Report Card"?

- A. "Report Card" is an annual report that gives New Brunswickers a summary of student achievement in anglophone school districts as measured by our student assessment programs. Although a similar document has been produced for francophone school districts, it is important to note that the test results shown in the two documents are not directly comparable, since both curriculum and evaluation methods differ from one sector to the other. "Report Card" includes results of high school Provincial Examinations by district and by school. It also includes district-level results of middle level and elementary school assessments. This document helps us ensure our education system is accountable, by informing parents and others about the results of the testing program.

Q. How did our students do overall?

- A. Assessment results for the past several years consistently show that New Brunswick high school students in grade 11 perform better in English than in mathematics. Success rates in both levels of the Provincial Examination in mathematics in 1997-98 have improved somewhat (61% for level 111/112 and 57% for level 113), but still give cause for concern. So, however, do results of the Middle Level English Language Proficiency Assessment, in which 34% of grade 8 students did not reach an acceptable standard.

Overall, girls tend to do better than boys. This is particularly striking in the Middle Level English Language Proficiency Assessment, where 74% of girls reached the standard, compared to 57% of boys. In the Middle Level Mathematics Assessment, delivered for the first time in 1997-1998, 56% of both boys and girls achieved the acceptable level or higher.

On the basis of language of instruction, students in the Late French Immersion program were the most successful on both the Middle Level assessments, followed by those in Early Immersion, then by those in the regular program.

By their last year in public school, students in Early Immersion tend to demonstrate a higher level of French oral proficiency than those in the regular or Late Immersion programs.

Q. Are there any limitations I should keep in mind when interpreting results?

- A. Test scores, like financial indicators, fluctuate, and as in the financial world, it is more important to watch for improvement over time than to worry about year to year variations.

It should also be remembered that provincial test scores are just one of many elements to be used in judging a district's or a school's overall success. It is important to keep in mind that numerous factors may influence district or school test performance, including social characteristics, economic conditions, and language differences.

Q. What was tested?

- A. At the elementary level, students were assessed in mathematics, science, reading and writing (grade six). French Immersion students also wrote a French reading and writing assessment. At the middle level, students' English language and mathematics skills were assessed. At the high school level, students wrote Provincial Examinations in mathematics and English (grade 11); and French oral proficiency was tested for all those enrolled in a grade 12 French course. All tests and assessments were administered during the 1997-1998 school year.

Q. Who was tested?

- A. The entire student population was tested at given grades and for specific courses (as noted above). The exemption rate (the percentage of students excused from writing) was three percent for the grade six assessment and three or four percent for the grade eight Middle Level assessments. Exemptions and 'did not writes' tend to be somewhat higher for some of the high school exams. It should be noted that there are two levels of Provincial Examinations: students in level 111/112 courses take one examination, while those in level 113 take another.

Q. What will occur as a result of provincial testing?

- A. Provincial follow-up strategies are developed to improve achievement and are described throughout this document. In addition, the results of provincial assessments are used by individual schools in the development of their School Improvement Plans. Principals, in cooperation with the School Parent Advisory Committees, review school results and plan together to find ways to improve teaching and learning.

Q. Will "Report Card" contain the same type of information each year?

- A. Each year, results will be given for various assessments including Provincial Examinations, French second language testing and middle level literacy and numeracy. However, the grade six tests are part of a cyclical assessment which has now concluded. Annual assessments in grades 3 and 5, with individual student results, will begin in 1998-99.

Q. Where can I get more information?

- A. For more information, contact your School District office or the Evaluation Branch of the Department of Education. If you wish to discuss your own child's performance, please contact the school concerned. Please note, however, that individual data is not available for this year's grade six assessment.

HIGH SCHOOL RESULTS

**PROVINCIAL EXAMINATIONS,
FRENCH SECOND LANGUAGE ORAL PROFICIENCY ASSESSMENT
and
ENGLISH LANGUAGE PROFICIENCY REASSESSMENT**

Anglophone School Districts

Grade 11 Provincial Examinations

Background

At the high school level, provincial examinations are administered at the end of grade 11 English and mathematics courses. Examination items are developed and/or reviewed by New Brunswick educators, and the examinations are designed by committees led by Department staff and approved by external advisors from the University of New Brunswick English and Mathematics Departments. Provincial examinations are marked by teachers in a central location, and students' marks count for 30% of their final course grade. The remaining 70% is based on teacher assessment. The pass mark for courses in all anglophone high schools is 50%.

There are two examination forms in both mathematics and English: one for the level 111/112 courses and one for level 113 courses. The examinations are administered at the end of each semester (i.e. in mid January and early June). They are also offered to grade 11 summer school and correspondence course students. The Provincial Examination (PE) is a compulsory component of these grade 11 courses involving all students receiving an 111, 112 or 113 credit. Exemptions are occasionally granted for reasons such as bereavement or serious medical conditions. Students receiving a modified credit for the course do not write the grade 11 provincial examination.

Findings: Mathematics

- Seventy-two percent of students registered for the grade 11 Mathematics Provincial Examinations took Mathematics 111/112; 28% took Mathematics 113.
- In 1997-98, 4891 students wrote the **Mathematics 111/112 examination**, 195 fewer than the previous year. Of these, 49% were male and 51% female.
- The average mark on the PE went up in 1997-98, to 57% from 53% in 1996-97. The average school mark was once again 68%, while the average final mark in 1997-98 rose by 1 percentage point to 65%.
- The success rate on the PE went up substantially, with 61% passing the examination in 1997-98 compared to 54% in 1996-97. This success rate was identical for males and females. Success rate for the course rose to 86% in 1997-98 compared to 84% the previous year.
- One thousand, eight hundred and eighty-three students wrote the **Mathematics 113 examination** in 1997-98, 140 fewer than in 1996-97. Forty-six percent of these were female, 54% male.
- The average mark on the PE went up by 2% in 1997-98, and the success rate rose to 57% in 1997-98 from 50% in 1996-97. The average school mark, however, dropped by two points, from 65% to 63%.
- Both the average final mark (61%) and the success rate (83%) for the course remained the same in 1997-98 as in the previous year.
- Males were more successful on this examination than females, with success rates of 63% and 51% respectively.

Findings: English

- Eighty percent of students registered for the grade 11 English Provincial Examinations wrote English 111/112, while 20% wrote English 113.
- In 1997-98, 5026 students wrote the **English 111/112** examination, 115 fewer than in the previous year. The ratio of males to females was 49% to 51%.
- The average mark on the PE rose by four percentage points in 1997-98, to 63% from 59%, while the school mark dropped by one point to 68%. The success rate on the examination rose significantly, to 87% in 1997-98 from 79% in 1996-97. Success rate on the course rose by one point from the previous year to 94%.
- Females were more successful on the PE than males (90% and 84% respectively). The average mark for females was 65%, while for males the average was 61%.
- One thousand, two hundred and fifty-eight students wrote **English 113**, down by 153 from the previous year. Of these, 62% were male, 38% female. The mark on the PE went down two points in 1997-98 to an average of 55%.
- The average school mark also dropped, to 60% in 1997-98 from 64% the previous year. The success rate for the course fell slightly, from 92% to 90%.
- As in the previous year, females did better on the PE with an average mark of 58% compared to 53% for males. The success rate on the examination was 68% for males, 82% for females.

Follow-up

- In addition to the detailed results distributed to students, schools and districts, final assessment data is transferred to school districts electronically, so that further analysis specific to each district and school can be undertaken.
- Teachers are provided with a detailed analysis of results for their own class(es).
- Provincial examination questions with exemplary student responses and the appropriate rubrics are sent to teachers for use with their classes. Reading selections together with over 80 multiple choice items chosen from previous examinations have been sent to high school English teachers for discussion and review with their students. An analysis of both the correct response and the distractors for these items has been provided. In addition, some complete mathematics PE's and many individual items are released after administration.
- Provincial Examination results provide a focus for the School Improvement Plan of many high schools.

In reading the following chart, you can see that 71% of grade 11 students taking mathematics at Hampton High in 1997-1998 were enrolled in level 111/112 courses, compared to 72% enrolled in level 111/112 the previous year. Their average mark in the examination was 63%, up 9% from 1996-1997. Seventy-eight percent of the 1997-1998 students passed the examination, compared to 55% in 1996-1997. This year's students earned a higher average school mark, 70% compared to 68% in 1996-1997. This year, 92% of Hampton High 111/112 mathematics students passed the course, compared to 90% for the district and 86% for the province.

Mathematics 111/112 1997/98 Mathematics 111/112 1996/97

School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	PE Mark	n	% Enrolled	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	77	(177)	58	67	65	63	85	55	(207)	69	55	65	62	84
MacNaughton	6	(1)	43	0	65	58	100	-	-	-	-	-	-	-
Moncton High	81	(256)	66	80	70	69	91	57	(236)	70	59	68	65	81
Riverview High	82	(250)	64	73	69	67	88	60	(261)	77	68	68	66	87
Tantramar High	63	(89)	62	67	70	68	91	66	(95)	64	82	72	70	92
District 02 Average	76	(773)	63	73	68	67	89	58	(799)	70	64	68	65	85
Caledonia Reg. High	56	(30)	61	77	72	69	97	52	(44)	64	55	66	62	89
J. M. A. Armstrong High	81	(66)	43	32	68	61	76	43	(57)	68	30	71	62	93
PALS	29	(5)	52	60	77	69	100	51	(9)	56	44	79	70	100
Petitcodiac Reg. High	68	(56)	47	39	68	62	82	50	(70)	80	51	74	67	87
Sussex Reg. High	68	(154)	59	62	69	66	86	54	(154)	75	58	67	63	83
District 04 Average	67	(311)	54	53	69	64	85	51	(334)	72	51	69	64	87
Belleisle Reg. High	76	(39)	53	51	70	65	95	45	(32)	58	36	67	60	82
Hampton High	71	(142)	63	78	70	68	92	54	(165)	72	55	68	64	87
Kennebecasis Valley High	79	(314)	60	64	73	69	89	56	(320)	83	59	73	68	90
District 06 Average	76	(495)	60	67	72	68	90	55	(517)	77	56	71	66	88
Harbour View High	34	(33)	35	15	55	49	52	32	(38)	38	16	58	51	61
Saint John High	82	(314)	54	55	65	62	79	51	(365)	85	49	64	60	77
Simonds High	61	(130)	39	23	64	57	76	40	(135)	58	29	69	60	82
St. Malachy's High	85	(279)	54	55	64	61	79	53	(247)	81	51	66	62	79
St. Vincent's High	51	(28)	46	43	74	66	100	39	(70)	56	23	65	57	76
District 08 Average	73	(784)	50	48	64	60	78	48	(855)	72	43	65	60	77
Campobello Island	78	(14)	69	79	74	73	100	52	(15)	88	40	64	61	87
Fundy High	66	(53)	46	49	60	56	66	56	(105)	68	62	74	69	93
Grand Manan High	51	(19)	66	84	69	69	100	39	(23)	51	22	65	57	78
Sir James Dunn Academy	92	(24)	53	54	73	67	83	57	(17)	100	65	73	68	82
St. Stephen High	73	(106)	51	43	67	62	89	46	(126)	71	37	70	63	87
District 10 Average	70	(216)	53	52	67	63	84	50	(286)	70	47	71	65	89

School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	53	(8)	55	63	73	68	100	58	(11)	65	73	79	75	100
Hartland High	92	(57)	49	42	75	67	88	100	(46)	53	59	75	68	89
Nackawic Senior	60	(85)	64	75	66	66	88	50	(59)	56	63	64	62	78
Woodstock High	69	(133)	60	64	73	69	87	67	(108)	47	40	70	63	82
District 12 Average	69	(283)	59	63	71	68	88	65	(224)	51	51	70	64	87
Carleton North Senior	73	(101)	55	57	69	65	84	76	(126)	54	49	71	66	85
John Caldwell	68	(49)	57	59	66	64	82	60	(33)	53	52	69	64	88
Southern Victoria	62	(48)	60	71	74	70	98	60	(58)	50	47	70	64	90
St. Mary's Academy	50	(10)	79	100	72	74	100	67	(14)	72	89	73	73	100
Tobique Valley High	53	(40)	54	53	66	63	78	47	(20)	56	60	66	63	75
District 13 Average	65	(248)	57	61	69	66	86	66	(251)	54	52	70	65	87
Dalhousie Reg. High	62	(82)	61	72	68	66	85	66	(95)	48	43	62	58	71
Sugarloaf Senior High	65	(87)	56	55	75	69	93	73	(85)	50	46	70	64	86
District 14 Average	64	(169)	59	63	71	67	89	69	(180)	49	44	65	61	78
Bathurst High	69	(145)	62	75	68	66	91	71	(154)	55	58	69	65	92
District 15 Average	69	(145)	62	75	68	66	91	71	(154)	55	58	69	65	92
Blackville Rural High	55	(22)	73	82	72	72	86	63	(34)	61	71	64	63	85
Bonar Law Memorial	76	(41)	56	63	72	67	90	80	(48)	57	65	73	68	94
James M. Hill Memorial	75	(148)	64	70	67	66	84	73	(165)	58	63	65	63	82
Miramichi Valley High	80	(178)	64	75	69	68	88	75	(167)	64	78	67	66	89
North and South Esk Reg.	78	(43)	62	70	68	67	84	74	(34)	57	65	63	62	82
District 16 Average	76	(432)	64	72	69	67	86	74	(448)	60	69	67	65	87
Cambridge Narrows	50	(15)	60	87	67	65	100	43	(3)	43	33	59	54	67
Chipman Jr./Sr. High	65	(35)	57	63	67	64	77	80	(39)	60	69	75	70	95
Minto Memorial High	73	(53)	58	62	74	69	94	69	(37)	54	54	64	61	76
Oromocto Senior High	69	(169)	56	59	69	65	87	66	(151)	57	64	69	66	91
District 17 Average	68	(272)	57	62	70	66	88	68	(230)	56	63	69	65	89
Doaktown Consolidated	60	(12)	69	83	83	79	100	84	(21)	52	48	74	68	91
Fredericton High	79	(670)	53	53	69	64	83	77	(700)	53	52	69	64	82
Harvey High	47	(24)	46	42	72	64	100	53	(31)	57	68	70	66	94
McAdam High	42	(11)	69	82	80	77	100	55	(12)	49	50	63	59	75
Stanley Regional High	56	(20)	57	65	65	63	90	71	(29)	50	37	68	62	90
Upper Miramichi Regional	59	(26)	62	77	65	65	92	52	(15)	84	100	81	82	100
District 18 Average	74	(763)	54	54	69	64	84	74	(808)	53	52	69	64	83
Provincial Average	72	(4891)	57	61	68	65	86	72	(5,086)	53	54	68	64	84

In reading the following chart, you can see that 71% of grade 11 students taking mathematics at Hampton High in 1997-1998 were enrolled in level-111/112 courses, compared to 72% enrolled in level 111/112 the previous year. Their average mark in the examination was 63%, up 9% from 1996-1997. Seventy-eight percent of the 1997-1998 students passed the examination, compared to 55% in 1996-1997. This year's students earned a higher average school mark, 70% compared to 68% in 1996-1997. This year, 92% of Hampton High 111/112 mathematics students passed the course, compared to 90% for the district and 86% for the province.

Mathematics 111/112 1997/98 Mathematics 111/112 1996/97

School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	77	(177)	58	67	65	63	85	69	(207)	55	55	65	62	84
MacNaughton	6	(1)	43	0	65	58	100	-	-	-	-	-	-	-
Moncton High	81	(256)	66	80	70	69	91	70	(236)	57	59	68	65	81
Riverview High	82	(250)	64	73	69	67	88	77	(261)	60	68	68	66	87
Tantramar High	63	(89)	62	67	70	68	91	64	(95)	66	82	72	70	92
District 02 Average	76	(773)	63	73	68	67	89	70	(799)	58	64	68	65	85
Caledonia Reg. High	56	(30)	61	77	72	69	97	64	(44)	52	55	66	62	89
J. M. A. Armstrong High	81	(66)	43	32	68	61	76	68	(57)	43	30	71	62	93
PALS	29	(5)	52	60	77	69	100	56	(9)	51	44	79	70	100
Petitcodiac Reg. High	68	(56)	47	39	68	62	82	80	(70)	50	51	74	67	87
Sussex Reg. High	68	(154)	59	62	69	66	86	75	(154)	54	58	67	63	83
District 04 Average	67	(311)	54	53	69	64	85	72	(334)	51	51	69	64	87
Belleisle Reg. High	76	(39)	53	51	70	65	95	58	(32)	45	36	67	60	82
Hampton High	71	(142)	63	78	70	68	92	72	(165)	54	55	68	64	87
Kennebecasis Valley High	79	(314)	60	64	73	69	89	83	(320)	56	59	73	68	90
District 06 Average	76	(495)	60	67	72	68	90	77	(517)	55	56	71	66	88
Harbour View High	34	(33)	35	15	55	49	52	38	(38)	32	16	58	51	61
Saint John High	82	(314)	54	55	65	62	79	85	(365)	51	49	64	60	77
Simonds High	61	(130)	39	23	64	57	76	58	(135)	40	29	69	60	82
St. Malachy's High	85	(279)	54	55	64	61	79	81	(247)	53	51	66	62	79
St. Vincent's High	51	(28)	46	43	74	66	100	56	(70)	39	23	65	57	76
District 08 Average	73	(784)	50	48	64	60	78	72	(855)	48	43	65	60	77
Campobello Island	78	(14)	69	79	74	73	100	88	(15)	52	40	64	61	87
Fundy High	66	(53)	46	49	60	56	66	68	(105)	56	62	74	69	93
Grand Manan High	51	(19)	66	84	69	69	100	51	(23)	39	22	65	57	78
Sir James Dunn Academy	92	(24)	53	54	73	67	83	100	(17)	57	65	73	68	82
St. Stephen High	73	(106)	51	43	67	62	89	71	(126)	46	37	70	63	87
District 10 Average	70	(216)	53	52	67	63	84	70	(286)	50	47	71	65	89

Mathematics 111/112

1997/98

Mathematics 111/112

1996/97

School	% Enrol'd	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	53	(8)	55	63	73	68	100	58	(11)	65	73	79	75	100
Harland High	92	(57)	49	42	75	67	88	100	(46)	53	59	75	68	89
Nackawic Senior	60	(85)	64	75	66	66	88	50	(59)	56	63	64	62	78
Woodstock High	69	(133)	60	64	73	69	87	67	(108)	47	40	70	63	82
District 12 Average	69	(283)	59	63	71	68	88	65	(224)	51	51	70	64	87
Carleton North Senior	73	(101)	55	57	69	65	84	76	(126)	54	49	71	66	85
John Caldwell	68	(49)	57	59	66	64	82	60	(33)	53	52	69	64	88
Southern Victoria	62	(48)	60	71	74	70	98	60	(58)	50	47	70	64	90
St. Mary's Academy	50	(10)	79	100	72	74	100	67	(14)	72	89	73	73	100
Tobique Valley High	53	(40)	54	53	66	63	78	47	(20)	56	60	66	63	75
District 13 Average	65	(248)	57	61	69	66	86	66	(251)	54	52	70	65	87
Dalhousie Reg. High	62	(82)	61	72	68	66	85	66	(95)	48	43	62	58	71
Sugarloaf Senior High	65	(87)	56	55	75	69	93	73	(85)	50	46	70	64	86
District 14 Average	64	(169)	59	63	71	67	89	69	(180)	49	44	65	61	78
Bathurst High	69	(145)	62	75	68	66	91	71	(154)	55	58	69	65	92
District 15 Average	69	(145)	62	75	68	66	91	71	(154)	55	58	69	65	92
Blackville Rural High	55	(22)	73	82	72	72	86	63	(34)	61	71	64	63	85
Bonar Law Memorial	76	(41)	56	63	72	67	90	80	(48)	57	65	73	68	94
James M. Hill Memorial	75	(148)	64	70	67	66	84	73	(165)	58	63	65	63	82
Miramichi Valley High	80	(178)	64	75	69	68	88	75	(167)	64	78	67	66	89
North and South Esk Reg.	78	(43)	62	70	68	67	84	74	(34)	57	65	63	62	82
District 16 Average	76	(432)	64	72	69	67	86	74	(448)	60	69	67	65	87
Cambridge Narrows	50	(15)	60	87	67	65	100	43	(3)	43	33	59	54	67
Chipman Jr./Sr. High	65	(35)	57	63	67	64	77	80	(39)	60	69	75	70	95
Minto Memorial High	73	(53)	58	62	74	69	94	69	(37)	54	54	64	61	76
Oromocto Senior High	69	(169)	56	59	69	65	87	66	(151)	57	64	69	66	91
District 17 Average	68	(272)	57	62	70	66	88	68	(230)	56	63	69	65	89
Doaktown Consolidated	60	(12)	69	83	83	79	100	84	(21)	52	48	74	68	91
Fredericton High	79	(670)	53	53	69	64	83	77	(700)	53	52	69	64	82
Harvey High	47	(24)	46	42	72	64	100	53	(31)	57	68	70	66	94
McAdam High	42	(11)	69	82	80	77	100	55	(12)	49	50	63	59	75
Stanley Regional High	56	(20)	57	65	65	63	90	71	(29)	50	37	68	62	90
Upper Miramichi Regional	59	(26)	62	77	65	65	92	52	(15)	84	100	81	82	100
District 18 Average	74	(763)	54	54	69	64	84	74	(808)	53	52	69	64	83
Provincial Average	72	(4891)	57	61	68	65	86	72	(5,086)	53	54	68	64	84

Mathematics 113

1997/98

Mathematics 113

1996/97

School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	23	(53)	53	49	62	59	79	31	(92)	49	42	63	59	79
MacNaughton	94	(16)	51	50	68	63	100	100	(12)	60	75	69	66	100
Moncton High	19	(62)	62	77	73	70	100	30	(101)	51	50	66	61	82
Riverview High	18	(56)	58	71	65	63	88	23	(78)	56	65	61	60	82
Tantramar High	37	(53)	52	51	58	56	73	36	(52)	54	52	62	60	81
District 02 Average	24	(240)	56	62	65	63	87	30	(335)	53	53	64	60	82
Caledonia Reg. High	44	(24)	55	71	75	69	96	36	(25)	47	48	63	59	84
J. M. A. Armstrong High	19	(15)	48	40	65	60	87	32	(27)	48	52	66	61	89
PALS	71	(12)	42	33	74	64	92	44	(7)	47	29	67	61	86
Petitcodiac Reg. High	32	(26)	49	46	60	57	69	20	(17)	49	41	64	59	82
Sussex Reg. High	32	(73)	45	44	64	58	80	25	(51)	45	39	73	64	92
District 04 Average	33	(150)	48	47	66	60	82	28	(127)	47	43	68	62	88
Belleisle Reg. High	24	(12)	53	58	63	60	92	42	(23)	46	35	67	60	83
Hampton High	29	(59)	56	64	59	58	78	28	(64)	50	47	66	61	83
Kennebecasis Valley High	21	(82)	46	39	63	58	77	17	(66)	42	30	67	60	76
District 06 Average	24	(153)	50	50	62	58	78	23	(153)	46	38	67	60	80
Harbour View High	66	(63)	47	48	52	51	68	62	(62)	38	24	57	52	74
Saint John High	18	(68)	49	52	51	51	71	15	(64)	48	55	54	52	67
Simonds High	39	(82)	42	33	64	58	76	42	(96)	46	40	64	59	82
St. Malachy's High	15	(48)	56	58	66	63	83	19	(59)	58	71	69	66	93
St. Vincent's High	49	(27)	51	56	67	62	96	44	(56)	51	48	66	61	93
District 08 Average	27	(288)	48	47	59	56	76	28	(337)	48	47	62	58	82
Campobello Island	22	(4)	60	75	71	68	100	12	(2)	61	100	68	66	100
Fundy High	34	(27)	56	63	56	56	70	32	(49)	54	57	68	64	86
Grand Manan High	49	(18)	46	44	52	50	72	49	(22)	46	41	61	57	82
Sir James Dunn Academy	8	(2)	33	0	56	49	50	-	-	-	-	-	-	-
St. Stephen High	27	(40)	53	58	67	63	88	29	(51)	50	53	67	62	90
District 10 Average	30	(91)	52	56	61	58	79	30	(124)	51	53	67	62	87
Canterbury High	47	(7)	54	71	79	72	100	42	(8)	62	63	73	70	100
Hartland High	8	(5)	64	80	79	75	100	-	-	-	-	-	-	-
Nackawic Senior	40	(57)	56	63	68	64	95	50	(59)	46	37	61	56	70
Woodstock High	31	(60)	62	77	62	62	80	33	(54)	60	76	58	58	83
District 12 Average	31	(129)	59	71	66	64	88	35	(121)	53	56	60	58	78

Mathematics 113 1997/98 Mathematics 113 1996/97

School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Carleton North Senior	27	(38)	52	53	64	61	82	24	(39)	53	62	67	63	97
John Caldwell	32	(23)	54	52	62	60	78	40	(22)	53	64	69	64	86
Southern Victoria	38	(29)	61	72	73	69	97	40	(39)	43	41	65	58	80
St. Mary's Academy	50	(10)	41	30	58	53	60	33	(7)	51	57	63	60	71
Tobique Valley High	47	(36)	57	67	63	61	86	53	(23)	50	42	58	55	83
District 13 Average	35	(136)	55	59	65	62	84	34	(130)	50	52	65	60	86
Dalhousie Reg. High	38	(51)	53	51	62	60	73	34	(48)	48	54	63	58	75
Sugarloaf Senior High	35	(46)	41	33	68	60	80	27	(32)	41	22	70	61	94
District 14 Average	36	(97)	47	42	65	60	76	31	(80)	45	41	66	60	83
Bathurst High	32	(68)	58	75	64	62	93	29	(63)	56	68	65	62	89
District 15 Average	32	(68)	59	75	64	63	93	29	(63)	56	68	65	62	89
Blackville Rural High	45	(18)	67	89	66	66	100	37	(20)	56	60	70	66	90
Bonar Law Memorial	24	(13)	48	46	66	60	85	20	(12)	58	75	71	67	100
James M. Hill Memorial	25	(49)	64	78	72	70	98	27	(60)	56	65	68	64	87
Miramichi Valley High	20	(45)	53	56	63	60	84	25	(57)	55	60	63	61	88
North and South Esk Reg.	22	(12)	54	67	62	60	75	26	(12)	55	67	55	55	83
District 16 Average	24	(137)	58	68	67	64	91	26	(161)	56	64	66	63	88
Cambridge Narrows	50	(15)	70	87	68	69	100	57	(4)	49	50	72	65	100
Chipman Jr./Sr. High	35	(19)	49	47	63	59	79	20	(10)	61	70	71	68	100
Minto Memorial High	27	(20)	61	85	66	65	100	31	(17)	57	65	69	65	88
Oromocto Senior High	31	(76)	55	59	66	62	87	34	(78)	52	49	64	61	86
District 17 Average	32	(130)	57	65	66	63	89	32	(109)	54	53	66	62	88
Doaktown Consolidated	40	(8)	55	50	72	67	100	16	(4)	71	100	79	77	100
Fredericton High	21	(180)	50	51	64	60	81	23	(215)	46	38	69	62	81
Harvey High	53	(27)	58	78	74	69	89	47	(28)	55	50	65	62	77
McAdam High	58	(15)	59	67	71	67	80	45	(10)	43	30	63	57	70
Stanley Regional High	44	(16)	59	75	66	64	100	29	(12)	54	67	74	68	92
Upper Miramichi Regional	41	(18)	69	100	71	71	100	48	(14)	56	43	66	63	86
District 18 Average	26	(264)	53	59	66	62	85	26	(283)	48	42	69	63	81
Provincial Average	28	(1883)	52	57	63	61	83	28	(2,023)	50	50	65	61	83

Mathematics 113

1997/98

Mathematics 113

1996/97

School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	23	(53)	53	49	62	59	79	31	(92)	49	42	63	59	79
MacNaughton	94	(16)	51	50	68	63	100	100	(12)	60	75	69	66	100
Moncton High	19	(62)	62	77	73	70	100	30	(101)	51	50	66	61	82
Riverview High	18	(56)	58	71	65	63	88	23	(78)	56	65	61	60	82
Tantramar High	37	(53)	52	51	58	56	73	36	(52)	54	52	62	60	81
District 02 Average	24	(240)	56	62	65	63	87	30	(335)	53	53	64	60	82
Caledonia Reg. High	44	(24)	55	71	75	69	96	36	(25)	47	48	63	59	84
J. M. A. Armstrong High	19	(15)	48	40	65	60	87	32	(27)	48	52	66	61	89
PALS	71	(12)	42	33	74	64	92	44	(7)	47	29	67	61	86
Petitcodiac Reg. High	32	(26)	49	46	60	57	69	20	(17)	49	41	64	59	82
Sussex Reg. High	32	(73)	45	44	64	58	80	25	(51)	45	39	73	64	92
District 04 Average	33	(150)	48	47	66	60	82	28	(127)	47	43	68	62	88
Belleisle Reg. High	24	(12)	53	58	63	60	92	42	(23)	46	35	67	60	83
Hampton High	29	(59)	56	64	59	58	78	28	(64)	50	47	66	61	83
Kennebecasis Valley High	21	(82)	46	39	63	58	77	17	(66)	42	30	67	60	76
District 06 Average	24	(153)	50	50	62	58	78	23	(153)	46	38	67	60	80
Harbour View High	66	(63)	47	48	52	51	68	62	(62)	38	24	57	52	74
Saint John High	18	(68)	49	52	51	51	71	15	(64)	48	55	54	52	67
Simonds High	39	(82)	42	33	64	58	76	42	(96)	46	40	64	59	82
St. Malachy's High	15	(48)	56	58	66	63	83	19	(59)	58	71	69	66	93
St. Vincent's High	49	(27)	51	56	67	62	96	44	(56)	51	48	66	61	93
District 08 Average	27	(288)	48	47	59	56	76	28	(337)	48	47	62	58	82
Campobello Island	22	(4)	60	75	71	68	100	12	(2)	61	100	68	66	100
Fundy High	34	(27)	56	63	56	56	70	32	(49)	54	57	68	64	86
Grand Manan High	49	(18)	46	44	52	50	72	49	(22)	46	41	61	57	82
Sir James Dunn Academy	8	(2)	33	0	56	49	50	-	-	-	-	-	-	-
St. Stephen High	27	(40)	53	58	67	63	88	29	(51)	50	53	67	62	90
District 10 Average	30	(91)	52	56	61	58	79	30	(124)	51	53	67	62	87
Canterbury High	47	(7)	54	71	79	72	100	42	(8)	62	63	73	70	100
Hartland High	8	(5)	64	80	79	75	100	-	-	-	-	-	-	-
Nackawic Senior	40	(57)	56	63	68	64	95	50	(59)	46	37	61	56	70
Woodstock High	31	(60)	62	77	62	62	80	33	(54)	60	76	58	58	83
District 12 Average	31	(129)	59	71	66	64	88	35	(121)	53	56	60	58	78

Mathematics 113

1997/98

Mathematics 113

1996/97

School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Carleton North Senior	27	(38)	52	53	64	61	82	24	(39)	53	62	67	63	97
John Caldwell	32	(23)	54	52	62	60	78	40	(22)	53	64	69	64	86
Southern Victoria	38	(29)	61	72	73	69	97	40	(39)	43	41	65	58	80
St. Mary's Academy	50	(10)	41	30	58	53	60	33	(7)	51	57	63	60	71
Tobique Valley High	47	(36)	57	67	63	61	86	53	(23)	50	42	58	55	83
District 13 Average	35	(136)	55	59	65	62	84	34	(130)	50	52	65	60	86
Dalhousie Reg. High	38	(51)	53	51	62	60	73	34	(48)	48	54	63	58	75
Sugarloaf Senior High	35	(46)	41	33	68	60	80	27	(32)	41	22	70	61	94
District 14 Average	36	(97)	47	42	65	60	76	31	(80)	45	41	66	60	83
Bathurst High	32	(68)	58	75	64	62	93	29	(63)	56	68	65	62	89
District 15 Average	32	(68)	59	75	64	63	93	29	(63)	56	68	65	62	89
Blackville Rural High	45	(18)	67	89	66	66	100	37	(20)	56	60	70	66	90
Bonar Law Memorial	24	(13)	48	46	66	60	85	20	(12)	58	75	71	67	100
James M. Hill Memorial	25	(49)	64	78	72	70	98	27	(60)	56	65	68	64	87
Miramichi Valley High	20	(45)	53	56	63	60	84	25	(57)	55	60	63	61	88
North and South Esk Reg.	22	(12)	54	67	62	60	75	26	(12)	55	67	55	55	83
District 16 Average	24	(137)	58	68	67	64	91	26	(161)	56	64	66	63	88
Cambridge Narrows	50	(15)	70	87	68	69	100	57	(4)	49	50	72	65	100
Chipman Jr./Sr. High	35	(19)	49	47	63	59	79	20	(10)	61	70	71	68	100
Minto Memorial High	27	(20)	61	85	66	65	100	31	(17)	57	65	69	65	88
Oromocto Senior High	31	(76)	55	59	66	62	87	34	(78)	52	49	64	61	86
District 17 Average	32	(130)	57	65	66	63	89	32	(109)	54	53	66	62	88
Doaktown Consolidated	40	(8)	55	50	72	67	100	16	(4)	71	100	79	77	100
Fredericton High	21	(180)	50	51	64	60	81	23	(215)	46	38	69	62	81
Harvey High	53	(27)	58	78	74	69	89	47	(28)	55	50	65	62	77
McAdam High	58	(15)	59	67	71	67	80	45	(10)	43	30	63	57	70
Stanley Regional High	44	(16)	59	75	66	64	100	29	(12)	54	67	74	68	92
Upper Miramichi Regional	41	(18)	69	100	71	71	100	48	(14)	56	43	66	63	86
District 18 Average	26	(264)	53	59	66	62	85	26	(283)	48	42	69	63	81
Provincial Average	28	(1883)	52	57	63	61	83	28	(2,023)	50	50	65	61	83

English 111/112

English 111/112

1996/97

1997/98

School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	82	(174)	65	90	67	67	91	61	89	66	64	92
MacNaughton*	-	-	-	-	-	-	-	-	-	-	-	-
Moncton High	93	(282)	65	89	72	70	95	60	82	70	67	92
Riverview High	86	(213)	66	93	66	66	95	62	86	65	65	94
Tantramar High	79	(108)	65	94	72	70	97	62	82	73	70	98
District 02 Average	86	(777)	65	91	69	68	94	61	85	68	66	93
Caledonia Reg. High	73	(38)	63	92	81	76	100	57	72	80	73	100
J. M. A. Armstrong High	83	(68)	61	77	67	65	90	57	78	70	66	95
PALS	57	(4)	44	50	47	46	50	61	100	70	67	100
Petitcodiac Reg. High	76	(62)	62	81	65	64	97	57	81	66	63	94
Sussex Reg. High	72	(160)	62	90	66	65	94	58	77	64	62	90
District 04 Average	75	(332)	62	85	67	66	94	58	77	68	65	93
Belleisle Reg. High	82	(37)	64	92	70	68	97	58	70	67	65	100
Hampton High	83	(159)	64	93	67	66	92	59	85	66	64	91
Kennebecasis Valley High	87	(319)	66	91	69	68	92	61	85	73	70	95
District 06 Average	85	(515)	65	92	69	68	92	60	84	71	68	94
Harbour View High	36	(37)	51	57	53	52	76	51	61	55	54	74
Saint John High	100	(304)	61	82	68	66	90	59	77	68	65	88
Simonds High	71	(143)	54	61	62	60	82	52	56	65	61	87
St. Malachy's High	92	(268)	62	85	64	63	91	58	78	64	62	85
St. Vincent's High	64	(69)	57	74	62	60	91	54	70	63	61	91
District 08 Average	81	(821)	59	77	64	63	88	57	73	65	63	87
Campobello Island	88	(14)	67	93	64	65	86	58	80	62	61	53
Fundy High	79	(92)	61	89	71	68	95	56	74	72	67	95
Grand Manan High	64	(18)	68	100	72	71	100	59	86	78	72	100
Sir James Dunn Academy	85	(23)	67	87	68	68	100	64	77	74	71	96
St. Stephen High	80	(108)	66	93	74	72	98	59	80	71	68	95
District 10 Average	79	(255)	65	91	72	70	97	58	78	71	68	96
Canterbury High	47	(7)	61	86	68	66	100	57	77	70	66	92
Hardland High	90	(55)	61	75	72	68	93	56	75	65	62	92
Nackawic Senior	66	(81)	64	93	68	67	91	57	72	70	66	94
Woodstock High	73	(130)	66	89	74	71	96	59	82	70	67	91
District 12 Average	72	(273)	64	87	72	69	94	58	78	69	66	92

* No level 111/112.

English 111/112 1997/98

English 111/112

1996/97

School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Carleton North Senior	83	(96)	62	89	72	69	100	60	87	68	65	94
John Caldwell	55	(47)	62	89	67	66	96	63	78	72	70	94
Southern Victoria	91	(60)	64	83	76	73	100	56	69	75	70	100
St. Mary's Academy	62	(13)	60	100	64	63	100	54	69	63	61	77
Tobique Valley High	65	(33)	62	88	72	69	100	56	81	69	66	100
District 13 Average	73	(249)	62	88	72	69	99	58	79	70	67	96
Dalhousie Reg. High	80	(80)	60	86	71	68	96	54	62	66	63	82
Sugarloaf Senior High	73	(94)	60	84	65	64	95	59	81	66	64	95
District 14 Average	76	(174)	60	85	68	66	95	56	72	66	63	89
Bathurst High	71	(148)	65	91	65	65	93	59	80	65	63	93
District 15 Average	71	(148)	65	91	65	65	93	59	80	65	63	93
Blackville Rural High	50	(19)	63	90	61	62	90	60	84	59	60	94
Bonar Law Memorial	77	(33)	59	79	57	58	79	55	65	63	61	94
James M. Hill Memorial	83	(158)	61	86	73	70	99	58	76	73	68	97
Miramichi Valley High	86	(169)	63	86	71	69	97	58	83	69	66	97
North and South Esk Reg.	71	(37)	64	97	68	67	97	64	86	65	65	97
District 16 Average	80	(416)	62	87	70	68	96	58	79	68	65	96
Cambridge Narrows	86	(18)	61	83	76	71	100	57	73	70	66	100
Chipman Jr./Sr. High	79	(42)	63	93	68	67	93	58	77	74	70	97
Minto Memorial High	80	(47)	59	77	71	68	92	55	60	69	65	91
Oromocto Senior High	72	(181)	60	84	67	65	93	58	78	68	65	92
District 17 Average	75	(288)	61	84	69	66	93	57	75	69	66	93
Doaktown Consolidated	80	(16)	66	94	74	72	94	58	90	75	70	100
Fredericton High	87	(680)	64	90	70	69	96	60	83	72	68	94
Harvey High	63	(25)	66	96	75	72	100	58	77	74	69	92
McAdam High	57	(12)	69	92	71	71	100	60	83	67	65	100
Stanley Regional High	49	(18)	64	83	69	67	100	63	96	69	68	96
Upper Miramichi Regional	64	(27)	67	100	74	72	100	67	100	83	79	100
District 18 Average	83	(778)	65	91	71	69	96	61	83	72	69	95
Provincial Average	80	(5026)	63	87	68	67	94	59	79	69	66	93

English 111/112 1997/98

English 111/112

1996/97

School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	82	(174)	65	90	67	67	91	—	89	66	64	92
MacNaughton*	—	—	—	—	—	—	—	—	—	—	—	—
Moncton High	93	(282)	65	89	72	70	95	60	82	70	67	92
Riverview High	86	(213)	66	93	66	66	95	62	86	65	65	94
Tantramar High	79	(108)	65	94	72	70	97	62	82	73	70	98
District 02 Average	86	(777)	65	91	69	68	94	61	85	68	66	93
Caledonia Reg. High	73	(38)	63	92	81	76	100	57	72	80	73	100
J. M. A. Armstrong High	83	(68)	61	77	67	65	90	57	78	70	66	95
PALS	57	(4)	44	50	47	46	50	61	100	70	67	100
Peticodiac Reg. High	76	(62)	62	81	65	64	97	57	81	66	63	94
Sussex Reg. High	72	(160)	62	90	66	65	94	58	77	64	62	90
District 04 Average	75	(332)	62	85	67	66	94	58	77	68	65	93
Belleisle Reg. High	82	(37)	64	92	70	68	97	58	70	67	65	100
Hampton High	83	(159)	64	93	67	66	92	59	85	66	64	91
Kennebecasis Valley High	87	(319)	66	91	69	68	92	61	85	73	70	95
District 06 Average	85	(515)	65	92	69	68	92	60	84	71	68	94
Harbour View High	36	(37)	51	57	53	52	76	51	61	55	54	74
Saint John High	100	(304)	61	82	68	66	90	59	77	68	65	88
Simonds High	71	(143)	54	61	62	60	82	52	56	65	61	87
St. Malachy's High	92	(268)	62	85	64	63	91	58	78	64	62	85
St. Vincent's High	64	(69)	57	74	62	60	91	54	70	63	61	91
District 08 Average	81	(821)	59	77	64	63	88	57	73	65	63	87
Campobello Island	88	(14)	67	93	64	65	86	58	80	62	61	53
Fundy High	79	(92)	61	89	71	68	95	56	74	72	67	95
Grand Manan High	64	(18)	68	100	72	71	100	59	86	78	72	100
Sir James Dunn Academy	85	(23)	67	87	68	68	100	64	77	74	71	96
St. Stephen High	80	(108)	66	93	74	72	98	59	80	71	68	95
District 10 Average	79	(255)	65	91	72	70	97	58	78	71	68	96
Canterbury High	47	(7)	61	86	68	66	100	57	77	70	66	92
Hartland High	90	(55)	61	75	72	68	93	56	75	65	62	92
Nackawic Senior	66	(81)	64	93	68	67	91	57	72	70	66	94
Woodstock High	73	(130)	66	89	74	71	96	59	82	70	67	91
District 12 Average	72	(273)	64	87	72	69	94	58	78	69	66	92

* No level 111/112.

English 111/112 1997/98

English 111/112 1996/97

School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Carleton North Senior	83	(96)	62	89	72	69	100	68	(100)	60	87	68	65	94
John Caldwell	55	(47)	62	89	67	66	96	44	(18)	63	78	72	70	94
Southern Victoria	91	(60)	64	83	76	73	100	74	(63)	56	69	75	70	100
St. Mary's Academy	62	(13)	60	100	64	63	100	76	(13)	54	69	63	61	77
Tobique Valley High	65	(33)	62	88	72	69	100	57	(31)	56	81	69	66	100
District 13 Average	73	(249)	62	88	72	69	99	65	(225)	58	79	70	67	96
Dalhousie Reg. High	80	(80)	60	86	71	68	96	67	(77)	54	62	66	63	82
Sugarloaf Senior High	73	(94)	60	84	65	64	95	77	(82)	59	81	66	64	95
District 14 Average	76	(174)	60	85	68	66	95	72	(159)	56	72	66	63	89
Bathurst High	71	(148)	65	91	65	65	93	73	(153)	59	80	65	63	93
District 15 Average	71	(148)	65	91	65	65	93	73	(153)	59	80	65	63	93
Blackville Rural High	50	(19)	63	90	61	62	90	64	(32)	60	84	59	60	94
Bonar Law Memorial	77	(33)	59	79	57	58	79	73	(51)	55	65	63	61	94
James M. Hill Memorial	83	(158)	61	86	73	70	99	77	(143)	58	76	73	68	97
Miramichi Valley High	86	(169)	63	86	71	69	97	85	(185)	58	83	69	66	97
North and South Esk Reg.	71	(37)	64	97	68	67	97	73	(29)	64	86	65	65	97
District 16 Average	80	(416)	62	87	70	68	96	78	(440)	58	79	68	65	96
Cambridge Narrows	86	(18)	61	83	76	71	100	92	(11)	57	73	70	66	100
Chipman Jr./Sr. High	79	(42)	63	93	68	67	93	80	(39)	58	77	74	70	97
Minto Memorial High	80	(47)	59	77	71	68	92	71	(45)	55	60	69	65	91
Oromocto Senior High	72	(181)	60	84	67	65	93	81	(184)	58	78	68	65	92
District 17 Average	75	(288)	61	84	69	66	93	80	(279)	57	75	69	66	93
Doaktown Consolidated	80	(16)	66	94	74	72	94	86	(19)	58	90	75	70	100
Fredericton High	87	(680)	64	90	70	69	96	84	(680)	60	83	72	68	94
Harvey High	63	(25)	66	96	75	72	100	85	(39)	58	77	74	69	92
McAdam High	57	(12)	69	92	71	71	100	57	(12)	60	83	67	65	100
Stanley Regional High	49	(18)	64	83	69	67	100	73	(27)	63	96	69	68	96
Upper Miramichi Regional	64	(27)	67	100	74	72	100	59	(17)	67	100	83	79	100
District 18 Average	83	(778)	65	91	71	69	96	82	(794)	61	83	72	69	95
Provincial Average	80	(5026)	63	87	68	67	94	78	(5,141)	59	79	69	66	93

English 113 1997/98 English 113 1996/97

School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	18	(37)	56	73	62	60	87	29	(86)	54	62	69	65	95
MacNaughton	-	-	-	-	-	-	-	100	(4)	62	100	64	63	100
Moncton High	7	(21)	55	81	61	59	86	19	(60)	60	83	65	63	90
Riverview High	14	(36)	62	89	57	59	89	17	(50)	61	86	59	60	96
Tantramar High	21	(29)	56	83	62	60	93	24	(34)	58	82	66	64	100
District 02 Average	14	(123)	58	81	60	59	89	22	(234)	58	76	65	63	95
Caledonia Reg. High	27	(14)	63	100	65	64	100	21	(14)	62	93	67	66	100
J. M. A. Armstrong High	17	(14)	58	64	56	57	86	20	(14)	60	79	68	65	100
PALS	43	(3)	46	67	50	49	67	-	-	-	-	-	-	-
Petitcodiac Reg. High	24	(20)	63	100	65	65	100	27	(23)	61	83	59	60	96
Sussex Reg. High	28	(62)	58	87	57	58	100	28	(55)	55	67	62	60	93
District 04 Average	25	(113)	59	88	59	59	97	25	(106)	58	76	63	62	95
Belleisle Reg. High	18	(8)	55	75	59	58	100	37	(18)	46	44	66	60	89
Hampton High	17	(32)	59	84	66	64	94	20	(39)	57	77	62	61	97
Kennebecasis Valley High	13	(48)	57	75	68	65	94	15	(55)	66	93	63	64	96
District 06 Average	15	(88)	58	78	66	64	94	18	(112)	59	80	63	62	96
Harbour View High	64	(67)	54	69	49	51	64	48	(40)	57	73	46	49	60
Saint John High	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Simonds High	29	(59)	51	56	62	59	90	34	(69)	57	75	65	63	96
St. Malachy's High	8	(24)	50	50	55	53	83	7	(21)	58	91	47	51	67
St. Vincent's High	36	(39)	59	85	66	64	97	34	(34)	63	94	65	65	100
District 08 Average	19	(189)	54	66	57	56	82	15	(164)	58	81	58	58	84
Campobello Island	12	(2)	56	50	62	60	100	6	(1)	52	100	66	62	100
Fundy High	21	(25)	55	68	68	65	96	28	(33)	53	64	70	65	94
Grand Manan High	36	(10)	54	80	58	57	100	48	(20)	56	75	66	63	95
Sir James Dunn Academy	15	(4)	57	100	52	54	100	-	-	-	-	-	-	-
St. Stephen High	20	(27)	61	85	70	67	96	26	(43)	55	72	59	58	88
District 10 Average	21	(68)	57	78	66	64	97	27	(97)	54	70	64	61	92
Canterbury High	53	(8)	59	88	71	68	100	28	(5)	61	100	66	65	100
Hartland High	10	(6)	49	50	60	56	83	-	-	-	-	-	-	-
Nackawic Senior	34	(42)	56	81	56	56	91	37	(40)	57	73	70	66	100
Woodstock High	27	(49)	59	82	65	63	96	29	(48)	57	69	61	60	85
District 12 Average	28	(105)	57	80	62	60	93	28	(93)	57	72	65	63	93

English 113

1997/98

English 113

1996/97

School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Carleton North Senior	17	(20)	50	65	74	67	85	57	77	80	73	96
John Caldwell	45	(39)	58	80	64	61	95	55	74	58	57	83
Southern Victoria	9	(6)	60	83	61	61	100	51	55	70	64	100
St. Mary's Academy	38	(8)	55	63	51	52	75	64	100	55	58	75
Tobique Valley High	35	(18)	53	72	63	60	94	54	61	57	56	87
District 13 Average	27	(91)	55	74	65	61	91	55	70	69	65	92
Dalhousie Reg. High	20	(20)	53	75	54	54	75	52	58	57	55	82
Sugarloaf Senior High	27	(35)	55	77	54	54	80	61	96	63	63	100
District 14 Average	24	(55)	54	76	54	54	78	56	73	59	58	89
Bathurst High	29	(60)	56	70	57	57	85	59	81	66	64	100
District 15 Average	29	(60)	56	70	57	57	85	59	81	65	64	100
Blackville Rural High	50	(19)	65	95	56	59	90	58	90	57	58	94
Bonar Law Memorial	23	(10)	55	70	66	63	100	54	74	58	57	84
James M. Hill Memorial	17	(33)	53	70	67	63	100	56	67	76	70	100
Miramichi Valley High	14	(28)	54	64	62	60	89	57	79	64	62	100
North and South Esk Reg.	29	(15)	60	93	62	62	93	62	82	62	62	100
District 16 Average	20	(105)	57	76	63	61	94	57	76	66	63	97
Cambridge Narrows	14	(3)	57	67	78	71	100	59	100	65	63	100
Chipman Jr./Sr. High	21	(11)	62	82	69	67	100	55	70	63	60	100
Minto Memorial High	20	(12)	51	50	50	50	58	47	44	58	55	72
Oromocto Senior High	28	(70)	52	64	63	60	91	58	76	62	61	91
District 17 Average	25	(96)	53	65	62	60	89	55	68	61	59	87
Doaktown Consolidated	20	(4)	57	100	79	72	100	56	67	71	67	100
Fredericton High	13	(103)	56	71	60	59	86	56	72	66	63	92
Harvey High	37	(15)	54	73	66	62	100	55	57	65	62	100
McAdam High	43	(9)	64	67	65	65	78	65	100	73	71	100
Stanley Regional High	51	(19)	65	90	65	65	95	56	80	70	66	80
Upper Miramichi Regional	36	(15)	65	100	56	59	87	61	92	63	63	99
District 18 Average	17	(165)	58	76	62	61	89	57	74	66	64	92
Provincial Average	20	(1258)	55	75	60	60	90	57	75	64	62	92

English 113

1997/98

English 113

1996/97

School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	18	(37)	56	73	62	60	87	29	(86)	54	62	69	65	95
MacNaughton	-	-	-	-	-	-	-	100	(4)	62	100	64	63	100
Moncton High	7	(21)	55	81	61	59	86	19	(60)	60	83	65	63	90
Riverview High	14	(36)	62	89	57	59	89	17	(50)	61	86	59	60	96
Tantramar High	21	(29)	56	83	62	60	93	24	(34)	58	82	66	64	100
District 02 Average	14	(123)	58	81	60	59	89	22	(234)	58	76	65	63	95
Caledonia Reg. High	27	(14)	63	100	65	64	100	21	(14)	62	93	67	66	100
J. M. A. Armstrong High	17	(14)	58	64	56	57	86	20	(14)	60	79	68	65	100
PALS	43	(3)	46	67	50	49	67	-	-	-	-	-	-	-
Petitcodiac Reg. High	24	(20)	63	100	65	65	100	27	(23)	61	83	59	60	96
Sussex Reg. High	28	(62)	58	87	57	58	100	28	(55)	55	67	62	60	93
District 04 Average	25	(113)	59	88	59	59	97	25	(106)	58	76	63	62	95
Belleisle Reg. High	18	(8)	55	75	59	58	100	37	(18)	46	44	66	60	89
Hampton High	17	(32)	59	84	66	64	94	20	(39)	57	77	62	61	97
Kennebecasis Valley High	13	(48)	57	75	68	65	94	15	(55)	66	93	63	64	96
District 06 Average	15	(88)	58	78	66	64	94	18	(112)	59	80	63	62	96
Harbour View High	64	(67)	54	69	49	51	64	48	(40)	57	73	46	49	60
Saint John High	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Simonds High	29	(59)	51	56	62	59	90	34	(69)	57	75	65	63	96
St. Malachy's High	8	(24)	50	55	55	53	83	7	(21)	58	91	47	51	67
St. Vincent's High	36	(39)	59	85	66	64	97	34	(34)	63	94	65	65	100
District 08 Average	19	(189)	54	66	57	56	82	15	(164)	58	81	58	58	84
Campobello Island	12	(2)	56	50	62	60	100	6	(1)	52	100	66	62	100
Fundy High	21	(25)	55	68	68	65	96	28	(33)	53	64	70	65	94
Grand Manan High	36	(10)	54	80	58	57	100	48	(20)	56	75	66	63	95
Sir James Dunn Academy	15	(4)	57	100	52	54	100	-	-	-	-	-	-	-
St. Stephen High	20	(27)	61	85	70	67	96	26	(43)	55	72	59	58	88
District 10 Average	21	(68)	57	78	66	64	97	27	(97)	54	70	64	61	92
Canterbury High	53	(8)	59	88	71	68	100	28	(5)	61	100	66	65	100
Hartland High	10	(6)	49	50	60	56	83	-	-	-	-	-	-	-
Nackawic Senior	34	(42)	56	81	56	56	91	37	(40)	57	73	70	66	100
Woodstock High	27	(49)	59	82	65	63	96	29	(48)	57	69	61	60	85
District 12 Average	28	(105)	57	80	62	60	93	28	(93)	57	72	65	63	93

English 113 1997/98

English 113

1996/97

School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Carleton North Senior	17	(20)	50	65	74	67	85	57	77	80	73	96
John Caldwell	45	(39)	58	80	64	61	95	55	74	58	57	83
Southern Victoria	9	(6)	60	83	61	61	100	51	55	70	64	100
St. Mary's Academy	38	(8)	55	63	51	52	75	64	100	55	58	75
Tobique Valley High	35	(18)	53	72	63	60	94	54	61	57	56	87
District 13 Average	27	(91)	55	74	65	61	91	55	70	69	65	92
Dalhousie Reg. High	20	(20)	53	75	54	54	75	52	58	57	55	82
Sugarloaf Senior High	27	(35)	55	77	54	54	80	61	96	63	63	100
District 14 Average	24	(55)	54	76	54	54	78	56	73	59	58	89
Bathurst High	29	(60)	56	70	57	57	85	59	81	66	64	100
District 15 Average	29	(60)	56	70	57	57	85	59	81	65	64	100
Blackville Rural High	50	(19)	65	95	56	59	90	58	90	57	58	94
Bonar Law Memorial	23	(10)	55	70	66	63	100	54	74	58	57	84
James M. Hill Memorial	17	(33)	53	70	67	63	100	56	67	76	70	100
Miramichi Valley High	14	(28)	54	64	62	60	89	57	79	64	62	100
North and South Esk Reg.	29	(15)	60	93	62	62	93	62	82	62	62	100
District 16 Average	20	(105)	57	76	63	61	94	57	76	66	63	97
Cambridge Narrows	14	(3)	57	67	78	71	100	59	100	65	63	100
Chipman Jr./Sr. High	21	(11)	62	82	69	67	100	55	70	63	60	100
Minto Memorial High	20	(12)	51	50	50	50	58	47	44	58	55	72
Oromocto Senior High	28	(70)	52	64	63	60	91	58	76	62	61	91
District 17 Average	25	(96)	53	65	62	60	89	55	68	61	59	87
Doaktown Consolidated	20	(4)	57	100	79	72	100	56	67	71	67	100
Fredericton High	13	(103)	56	71	60	59	86	56	72	66	63	92
Harvey High	37	(15)	54	73	66	62	100	55	57	65	62	100
McAdam High	43	(9)	64	67	65	65	78	65	100	73	71	100
Stanley Regional High	51	(19)	65	90	65	65	95	56	80	70	66	80
Upper Miramichi Regional	36	(15)	65	100	56	59	87	61	92	63	63	99
District 18 Average	17	(165)	58	76	62	61	89	57	74	66	64	92
Provincial Average	20	(1258)	55	75	60	60	90	57	75	64	62	92

French Second Language Oral Proficiency Assessment

Background

The French Second Language Oral Proficiency Assessment is designed to rate the performance of individual students on an oral proficiency scale that ranges from novice to superior. (See Appendix B) All grade 12 students enrolled in a French Second Language course are eligible for this evaluation. In 1997-98, approximately 1755 students who elected to take a French course during their grade twelve year were tested.

In 1997-98, as in 1996-97, the method used to rate pupils' speaking proficiency in French was the individual oral interview. This method involves collecting a speech sample that elicits various language functions and then rating the sample according to precise criteria on an incremental scale. It is used by many educational institutions world-wide as well as by both provincial and federal governments in Canada. It has been used in New Brunswick schools for over twenty-five years.

By adhering to this model we can monitor student achievement and program results over time, and ongoing quality control measures are in place to ensure a high degree of reliability of results. This evaluation procedure provides a means of judging student achievement according to a measure that has currency and credibility in a larger context. For students, it underscores the link between what is learned in school and what is valued in the world beyond the classroom.

PERCENTAGE OF PUPILS AT 5 LEVELS OF ORAL PROFICIENCY BY PROGRAM

	Basic or Higher		Basic Plus or Higher		Intermediate* or Higher		Intermediate** Plus or Higher		Advanced*** or Higher		n	n
	'97-'98	'96-'97	'97-'98	'96-'97	'97-'98	'96-'97	'97-'98	'96-'97	'97-'98	'96-'97	'97-'98	'96-'97
Core	95%	95%	63%	64%	22%	25%	3%	6%	1%	1%	408	431
Extended Core	100%	—	96%	—	74%	—	15%	—	3%	—	78	—
Late Immersion	100%	100%	100%	96%	93%	90%	47%	46%	10%	15%	471	414
Partial Immersion	100%	—	100%	—	100%	—	88%	—	33%	—	58	—
Middle Immersion	100%	—	100%	—	100%	—	71%	—	29%	—	140	—
Early Immersion	100%	100%	100%	100%	99%	96%	84%	83%	37%	40%	406	597

* Goal for Core Program

** Goal for Late Immersion Program

*** Goal for Early Immersion Program

Findings

Approximately 73% of the grade 12 students assessed in 1997-98 were in Core French, Late Immersion, or Early Immersion. See chart below. Of the remaining 27%, some were in programs that were being piloted and are being phased out, some had been in more than one program (e.g. started out in Immersion, changed to Core) and some were from families where French is spoken in the home.

Core Program

The goal of the Core program is for students to obtain an Intermediate level of oral proficiency in French. Approximately 22% reached that level in the past three years. However, in 1997-98, 63% achieved the Basic Plus level or higher. This level denotes significant "survival" skills in the target language and is a respectable achievement. There is no significant difference between the achievement of males and females in the Core program.

Late Immersion

The goal of the Late Immersion Program is the Intermediate Plus level of proficiency. Over the past three years, fewer than half of those in the program have reached that level or higher. However, over 90% achieved at least the Intermediate level, which confirms, in addition to survival level language skills, the ability to manage many aspects of daily life, including social interactions, in French. There are no significant differences between the performance of males and females in this program.

Early Immersion

The goal of the Early Immersion Program is for students to attain an Advanced level of speaking proficiency. In 1997-98, 37% achieved this goal; in 1996-97 approximately 40% achieved it. However, almost 83% of students achieved the Intermediate Plus level or higher in both years. This level designation indicates proficiency that is just below the Advanced level. No other program of French language produces as many speakers at the Intermediate Plus level or higher than Early Immersion. This assessment found no difference in the achievement of males and females in Early Immersion.

Comments

In interpreting these results, it is important to know that a given level on the oral proficiency scale does not represent a single point on a continuum, but covers a range of accomplishment. The addition of a "Plus" to a level designation indicates a performance that is close to the next higher level. Speakers who are rated Intermediate Plus, for example, demonstrate many of the functions associated with the Advanced level, but are unable to sustain performance consistently at that level. Therefore, in terms of judging individual achievement, it would be well to consider students who receive a rating half a level below the stated objective of their program to have demonstrated a satisfactory level of proficiency. This would be consistent

with other provincial testing programs where a range of achievement is considered satisfactory.

In addition to the provincial oral proficiency ratings shown here, those collected over the past 20 years suggest that, to a large extent, proficiency in French is linked to "time on task". The grade 12 pupils with the strongest overall speaking ability were enrolled in Early Immersion, followed by those in Late Immersion, and then by those in Core.

Follow-up

Efforts are ongoing to promote school sponsored out-of-class experiences such as pupil exchanges and travel to French-speaking communities. Students who take the initiative and avail themselves of such opportunities enhance their prospects of performing well on this evaluation.

Percentage of Grade 12 Core Students Achieving
the Program Goal of **Intermediate** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'97-'98	'96-'97	'97-'98	'96-'97
02	Moncton	33	57	15%	23%
04	Sussex	12	32	17%	28%
06	Rothsay	42	38	19%	24%
08	Saint John	92	90	15%	16%
10	St. Stephen	8	10	38%	70%
12	Woodstock	16	3	13%	67%
13	Perth-Andover	16	9	50%	11%
14	Dalhousie	7	9	57%	67%
15	Bathurst	3	14	33%	50%
16	Chatham	87	58	17%	17%
17	Chipman	19	23	42%	35%
18	Fredericton	73	75	25%	20%
		408	418	22%	24%
		(Provincial Total)		(Provincial Average)	

**Percentage of Late Immersion Students Achieving
the Program Goal of *Intermediate Plus* or Above**

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'97-'98	'96-'97	'97-'98	'96-'97
02	Moncton	73	50	36%	40%
04	Sussex	48	37	23%	54%
06	Rothsay	76	60	43%	37%
08	Saint John	82	65	42%	52%
10	St. Stephen	33	28	79%	54%
12	Woodstock	44	43	59%	30%
13	Perth-Andover	-	2	-	50%
14	Dalhousie	10	12	80%	67%
15	Bathurst	14	19	64%	68%
16	Chatham	47	48	45%	40%
17	Chipman	29	23	52%	74%
18	Fredericton	15	27	73%	37%
		471	414	47%	46%
		(Provincial Total)		(Provincial Average)	

**Percentage of Early Immersion Students Achieving
the Program Goal of *Advanced* or Above**

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'97-'98	'96-'97	'97-'98	'96-'97
02	Moncton	152	186	34%	37%
04	Sussex	47	63	26%	35%
06	Rothsay	68	79	34%	38%
08	Saint John	52	55	42%	29%
10	St. Stephen	1	-	100%	-
13	Perth Andover	7	6	57%	67%
14	Dalhousie	32	42	50%	52%
15	Bathurst	-	-	-	-
16	Chatham	34	25	38%	40%
17	Chipman	5	9	0%	44%
18	Fredericton	8	132	75%	48%
		406	597	37%	40%
		(Provincial Total)		(Provincial Average)	

English Language Proficiency Reassessment

Background

The Reassessment is intended for students who did not succeed on the Middle Level English Language Proficiency Assessment in their 8th grade year or who, for one reason or another, were unable to write at that time. In 1997-98, 3052 students wrote the Reassessment.

The Reassessment is identical in three of its components to the English Language Proficiency Assessment administered at grade 8. The fourth part is a second piece of demand writing which replaces the process writing component of the grade 8 assessment. The Reassessment is marked with the Middle Level Assessment to ensure that uniform standards are applied. Students need to achieve an acceptable or better on three of the four components in order to succeed on the Reassessment.

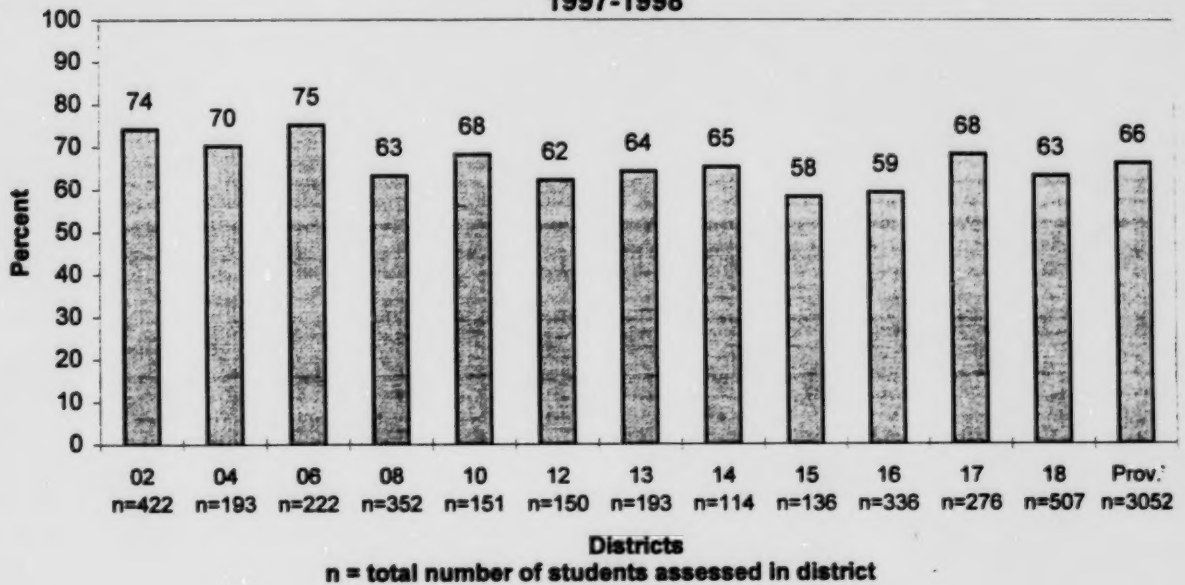
Findings

- The overall success rate on this assessment was 66% in 1997-98. This is up from a success rate of 63% in 1996-97.
- Of those writing the Reassessment in 1997-98, 41% were females, 59% males. This compares to a female/male ratio of 34% to 66% the previous year. In 1997-98, females were more successful than males (71% to 62%). This nine point difference in success rate in 1997-98 compares to a difference of only one percentage point in 1996-97 (64% to 63%).
- While males did almost as well in reading, they did notably less well in the two writing components. On the first demand writing piece, there was a difference of eight percentage points in the success rate; in the second, this rose to 14 percentage points (70% acceptable or better for women compared to 56% for men).

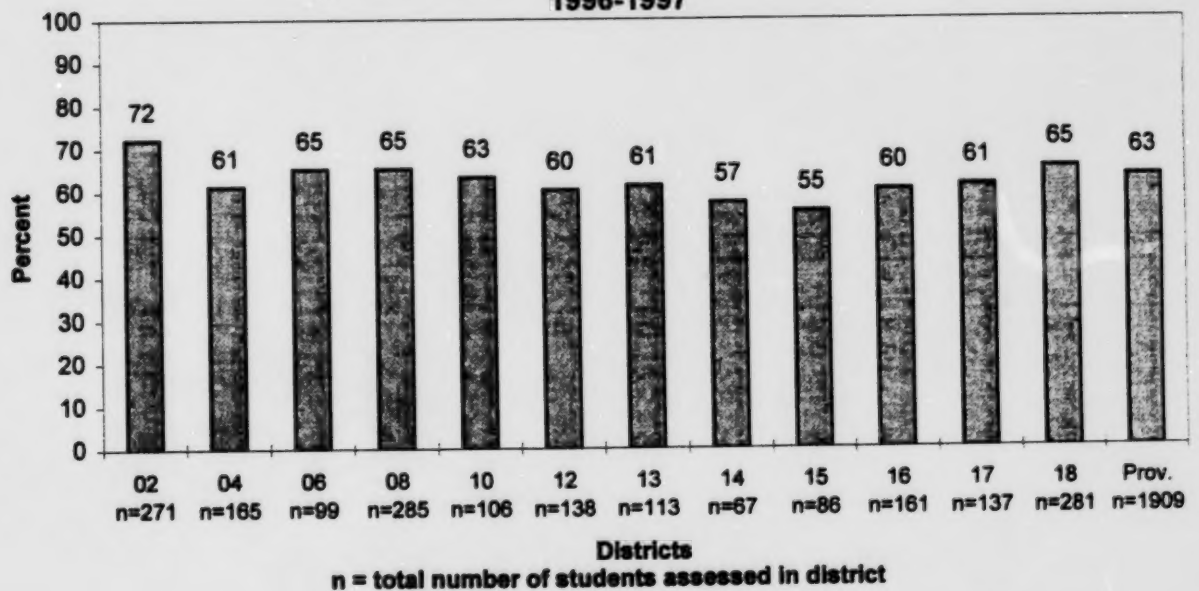
Follow-up

- To ensure that students earn the literacy credit needed to receive a New Brunswick high school diploma from the standard program, those who have failed on the Middle Level English Language Proficiency Assessment receive intensive help in the month preceeding the Reassessment. In many cases, high schools also identify and work with these students throughout their grade nine year.
- In an effort to facilitate follow-up at the school level, sample questions and models of student responses for all parts of the assessment, together with appropriate scoring rubrics, are made available to teachers for use in their classrooms. Forms which provide detailed analyses of student work and specifically relate performance to the requirements of the rubrics accompany the student models.

**English Language Proficiency Reassessment
Percent of Successful Results by District
1997-1998**



**English Language Proficiency Reassessment
Percent of Successful Results by District
1996-1997**



ENGLISH LANGUAGE PROFICIENCY REASSESSMENT

In the chart for 1997-1998, you will note that in School District 02, 73% of students achieved acceptable or better in Reading, Part 1, compared to 70% provincially. Seventy-four percent received successful overall compared to 66% provincially.

1997-1998

District Number	District Office	% Acceptable or better – Reading - Part 1	% Acceptable or better – Reading - Part 2	% Acceptable or better – Demand Writing Exercise A	% Acceptable or better – Demand Writing Exercise B	% Successful Overall*
02	Moncton	73	81	82	70	74
04	Sussex	78	81	77	58	70
06	Rothsay	79	79	81	73	75
08	Saint John	69	67	81	57	63
10	St. Stephen	72	79	79	66	68
12	Woodstock	57	79	77	62	62
13	Perth-Andover	68	74	71	60	64
14	Dalhousie	73	76	76	53	65
15	Bathurst	56	72	69	56	58
16	Chatham	63	75	71	58	59
17	Chipman	72	83	74	60	68
18	Fredericton	73	72	77	59	63
Provincial Average		70	76	77	62	66

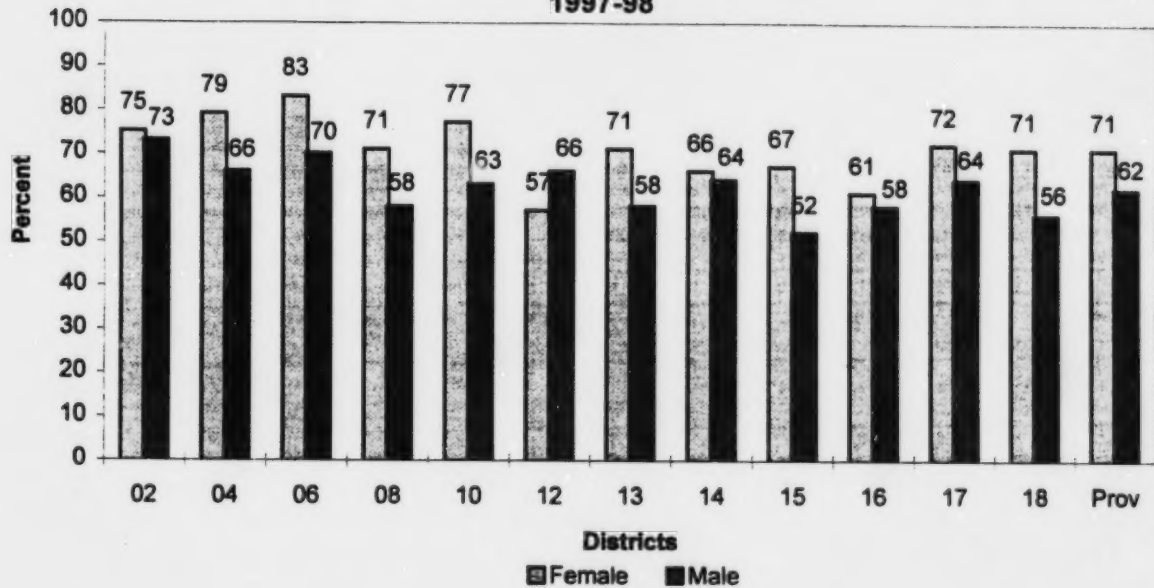
1996-1997

District Number	District Office	% Acceptable or better – Reading - Part 1	% Acceptable or better – Reading - Part 2	% Acceptable or better – Demand Writing Exercise A	% Acceptable or better – Demand Writing Exercise B	% Successful Overall*
02	Moncton	72	74	79	77	72
04	Sussex	69	69	68	62	61
06	Rothsay	62	78	78	60	65
08	Saint John	61	72	71	69	65
10	St. Stephen	76	73	72	64	63
12	Woodstock	64	61	69	62	60
13	Perth-Andover	74	70	68	54	61
14	Dalhousie	66	64	73	51	57
15	Bathurst	58	76	67	58	55
16	Chatham	65	72	72	60	60
17	Chipman	69	67	70	64	61
18	Fredericton	71	72	74	67	65
Provincial Average		67	71	72	65	63

* to gain a Successful status, students needed three components rated at Acceptable or higher

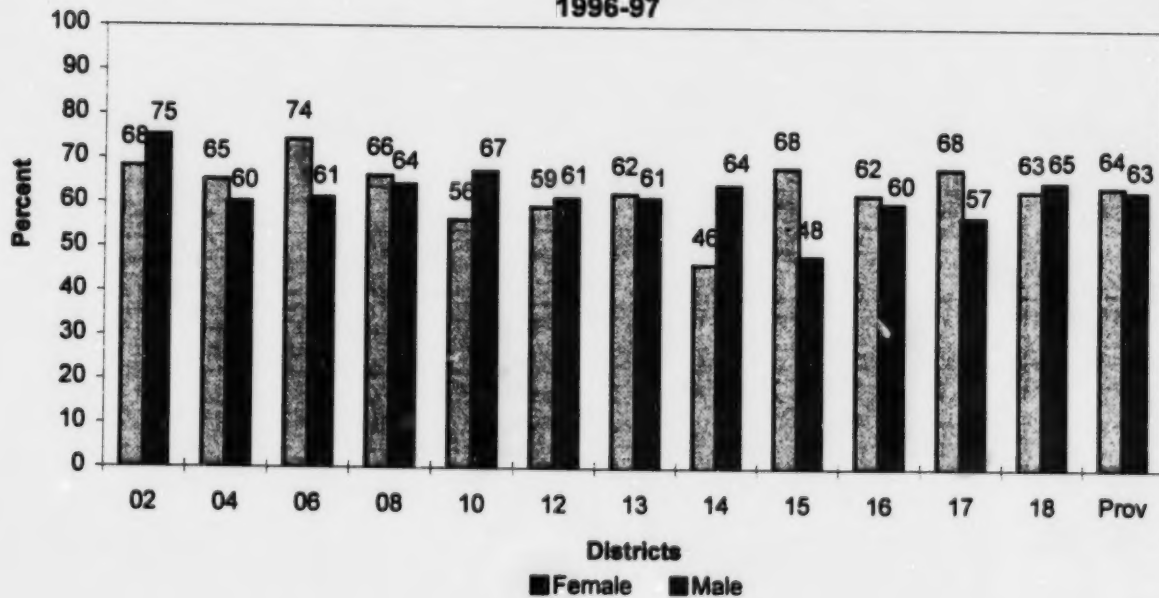
**English Language Proficiency Reassessment
Percent Successful by Gender**

1997-98



**English Language Proficiency Reassessment
Percent Successful by Gender**

1996-97



MIDDLE LEVEL RESULTS

**ENGLISH LANGUAGE PROFICIENCY ASSESSMENT
and
MIDDLE LEVEL MATHEMATICS ASSESSMENT**

Anglophone School Districts

Middle Level English Language Proficiency Assessment

Background

In the fall of their 8th grade year, all students write an English language assessment to measure proficiency in their first language. The assessment, designed in New Brunswick, includes four components, two to assess reading and two writing. To succeed on the assessment, students need to achieve an acceptable rating on three of the four components.

The assessment is intended to identify for parents, schools and districts students who might benefit from intervention. The administration of the assessment is timed so that strategies can be developed by parents and teachers for each student requiring extra help. The number of students exempted remains low, at under 3% in 1997-98. Many of New Brunswick's integrated and special needs students take part in this assessment.

Success on this assessment, or its equivalent, is now necessary to meet the literacy requirement needed to gain a New Brunswick graduation diploma from the standard program.

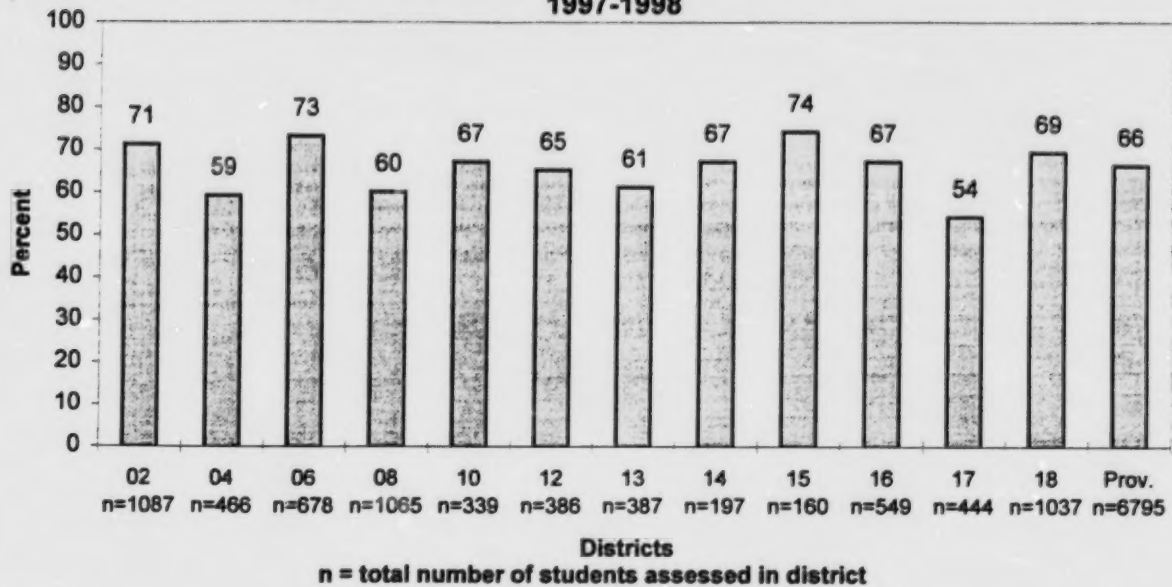
Findings

- In October 1997, 6795 students wrote the Middle Level English Language Proficiency Assessment.
- Sixty-six percent of those who wrote were successful on the assessment, the same percentage as in the previous year.
- In reading, students were as successful in 1997-98 as in 1996-97 on the multiple choice questions, with 69% gaining acceptable or better. The constructed response reading component was less successful, with an acceptable rate of 64% in 1997-98 compared to 71% the previous year.
- Success rates on the writing components were up in both cases: in demand writing, to 73% acceptable or better in 1997-98 compared to 69% in 1996-97; and in process writing, to 77% in 1997-98 from 75% in 1996-97.
- Females were again more successful than males, with 74% of the girls and 57% of the boys successful overall.
- Students in French Immersion programs were considerably more successful than students in the regular program, with a success rate of 80% compared to 56%. While males in French Immersion programs fall ten points behind females (75% to 85% successful), males in the regular program are considerably less successful than females, at 48% and 66% respectively.
- As a group, students in Late Immersion programs did best, with a success rate of 83%.

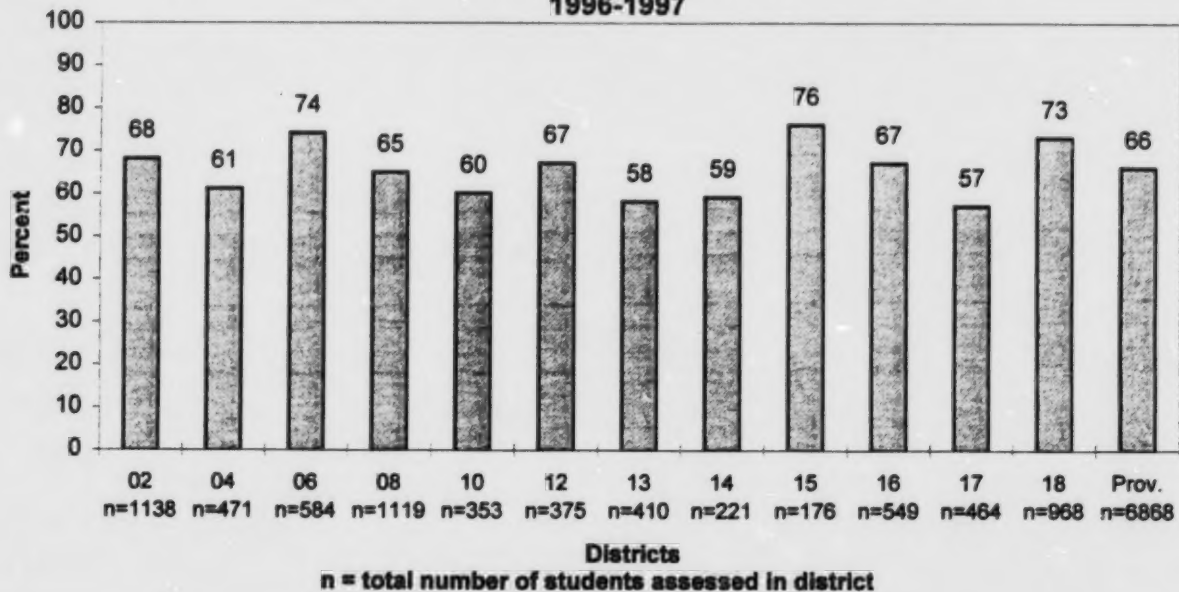
Follow-up

- Many schools are using results from the Middle Level Assessment as one indicator of achievement in their School Improvement Plan.
- Teachers are using both the training and materials from the marking sessions in their classrooms and with students and fellow teachers.
- Students, parents and teachers are focusing on weaknesses demonstrated by the assessment report cards of those students who are unsuccessful in order to help them address their literacy problems.
- Teachers, schools and districts are developing strategies to address the gap between achievement levels for males and females, French Immersion and regular program students.
- The decision to make the English Language Proficiency Assessment or its equivalent a requirement for receiving the New Brunswick high school diploma from the standard program has ensured increasing emphasis on students' literacy achievements.

**Middle Level English Language Proficiency Assessment
Percent of Successful Results by District
1997-1998**



**Middle Level English Language Proficiency Assessment
Percent of Successful Results by District
1996-1997**



MIDDLE LEVEL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

In this chart, you will note that in District 02 in 1997-98, 78% of grade 8 students achieved an acceptable rating or better on Demand Writing compared to 71% in 1996-97. Seventy-one percent achieved the Successful level overall in 1997-98, compared to 68% in 1996-97.

1997-1998

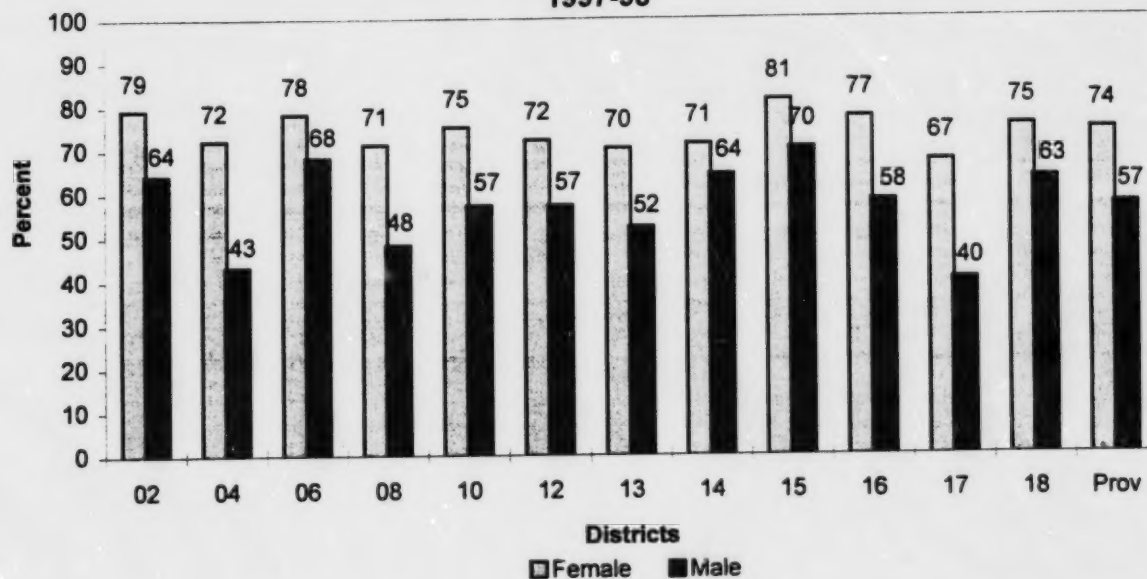
District Number	District Office	% Acceptable or better – Reading 1	% Acceptable or better – Reading 2	% Acceptable or better – Demand Writing	% Acceptable or better – Process Writing	% Successful Overall*
02	Moncton	74	68	78	78	71
04	Sussex	64	57	64	71	59
06	Rothsay	77	70	79	81	73
08	Saint John	64	57	70	75	60
10	St. Stephen	73	65	75	77	67
12	Woodstock	66	65	73	76	65
13	Perth-Andover	60	60	71	77	61
14	Dalhousie	62	76	72	77	67
15	Bathurst	71	69	76	92	74
16	Chatham	69	68	74	79	67
17	Chipman	58	52	64	67	54
18	Fredericton	72	65	76	81	69
Provincial Average		69	64	73	77	66

1996-1997

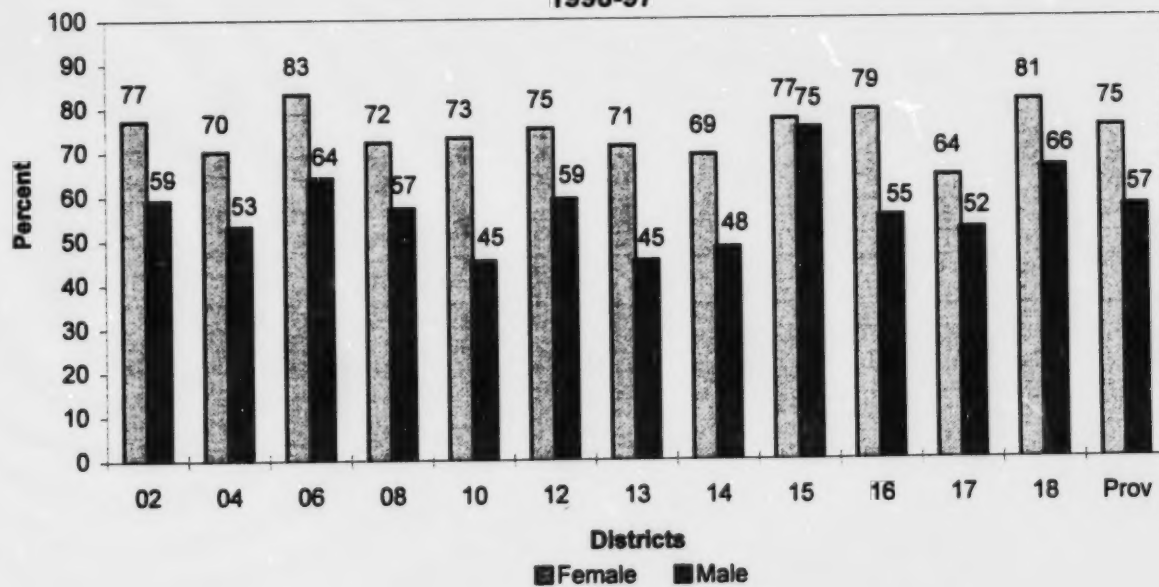
District Number	District Office	% Acceptable or better – Reading 1	% Acceptable or better – Reading 2	% Acceptable or better – Demand Writing	% Acceptable or better – Process Writing	% Successful Overall*
02	Moncton	72	72	71	73	68
04	Sussex	67	68	64	71	61
06	Rothsay	75	75	78	82	74
08	Saint John	67	70	67	74	65
10	St. Stephen	67	70	61	68	60
12	Woodstock	69	71	72	80	67
13	Perth-Andover	63	65	60	71	58
14	Dalhousie	63	69	68	70	59
15	Bathurst	72	72	81	96	76
16	Chatham	71	70	68	73	67
17	Chipman	62	60	61	67	57
18	Fredericton	74	75	76	81	73
Provincial Average		69	71	69	75	66

* to gain a Successful status, students needed three components rated at Acceptable or higher

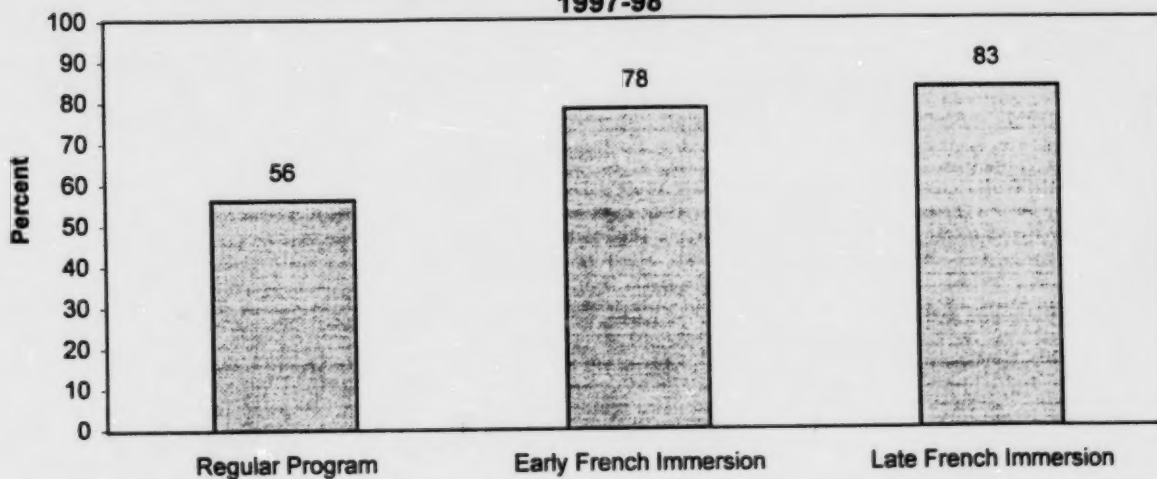
**Middle Level English Language Proficiency Assessment
Percent Successful by Gender
1997-98**



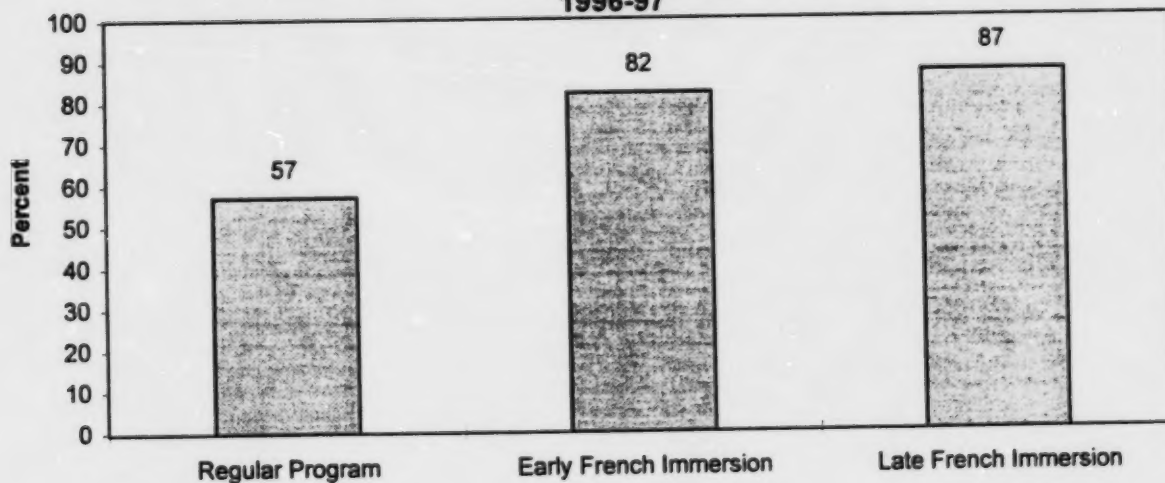
**Middle Level English Language Proficiency Assessment
Percent Successful by Gender
1996-97**



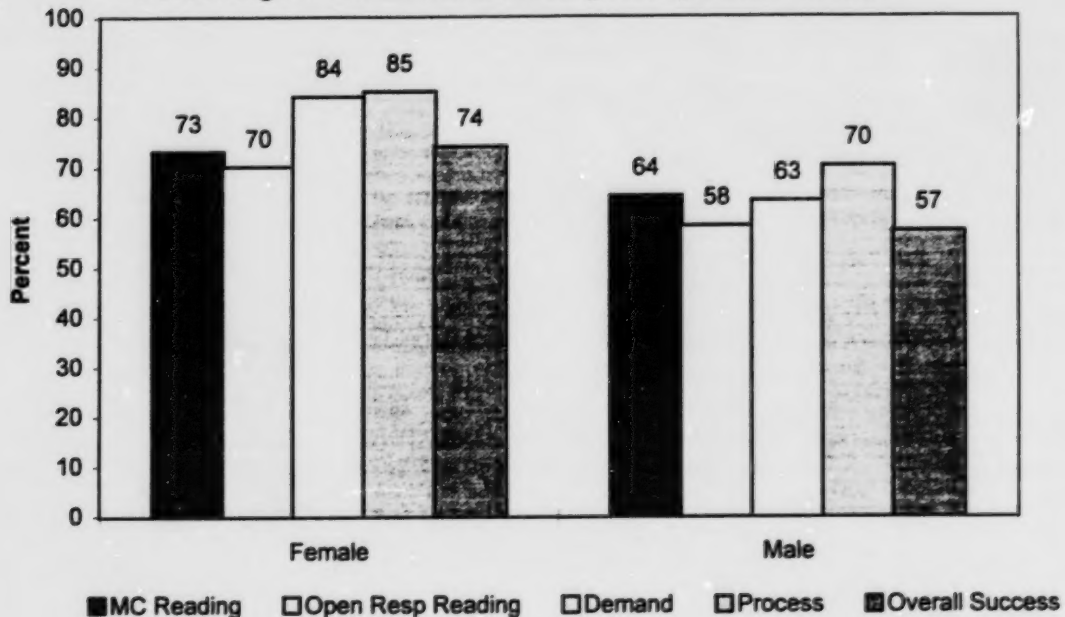
**Middle Level English Proficiency Assessment
Percent Successful by Program of Instruction
1997-98**



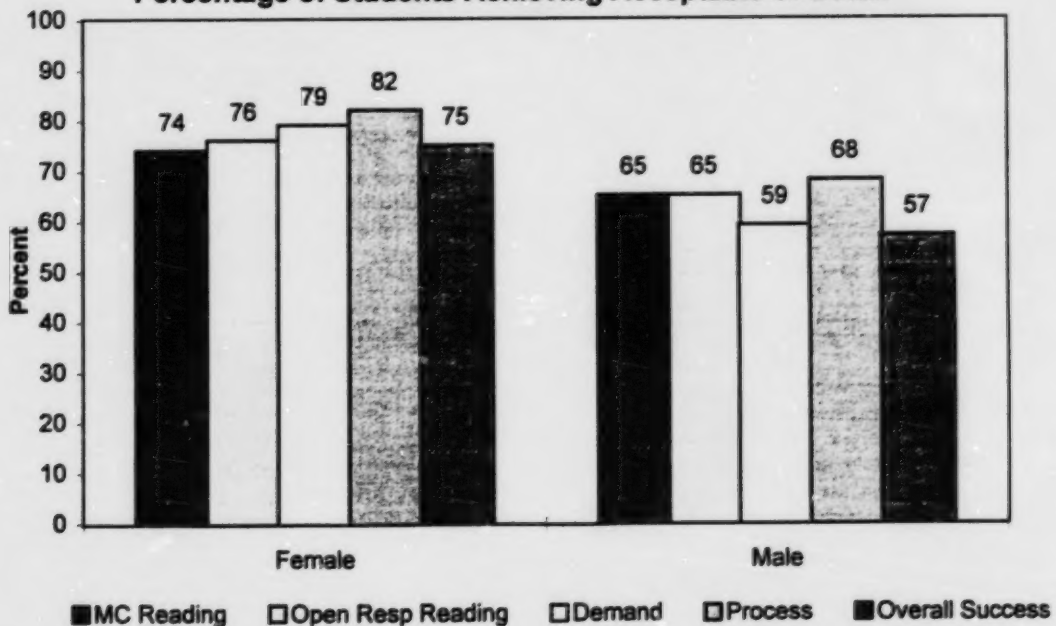
**Middle Level English Proficiency Assessment
Percent Successful by Program of Instruction
1996-97**



**1997-1998 Middle Level English Language Proficiency Assessment
Component Results by Gender
Percentage of Students Achieving Acceptable or Better**



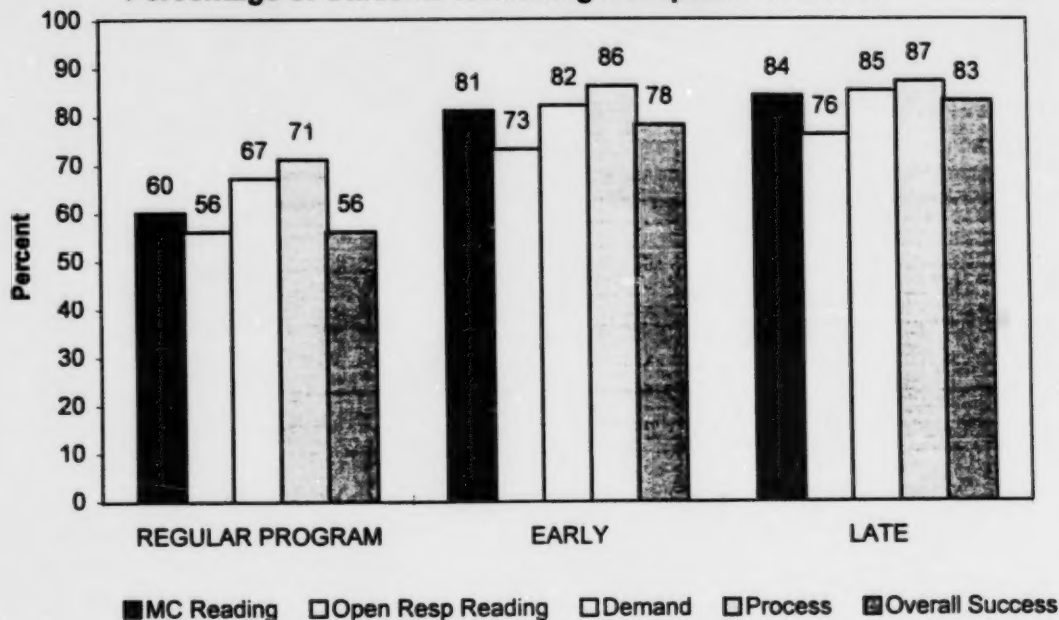
**1996-1997 Middle Level English Language Proficiency Assessment
Component Results by Gender
Percentage of Students Achieving Acceptable or Better**



1997-1998 Middle Level English Language Proficiency Assessment

Component Results by FSL Program

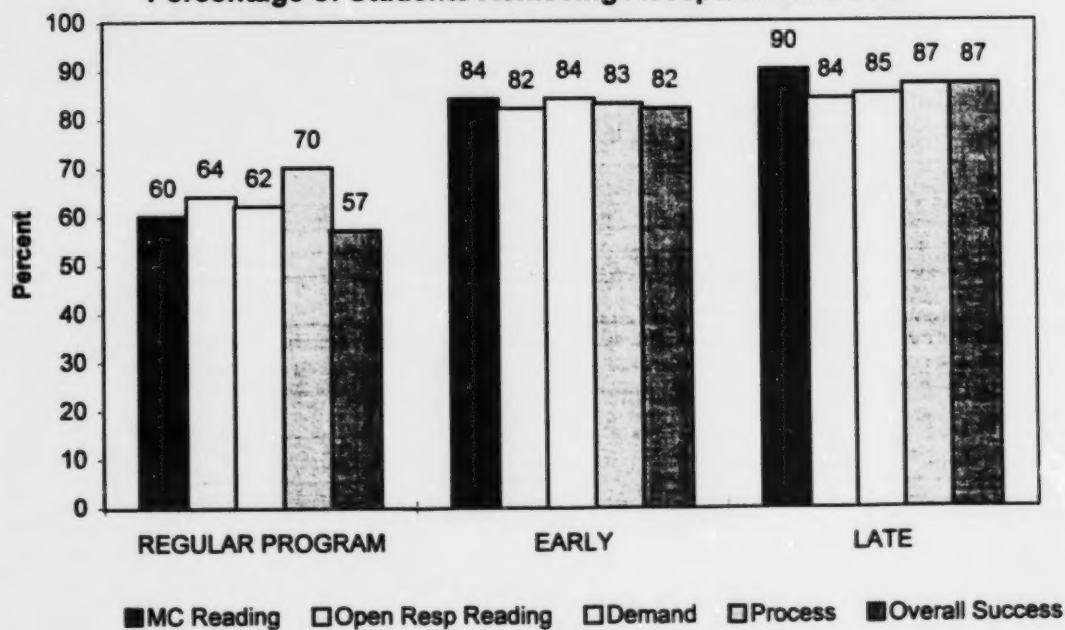
Percentage of Students Achieving Acceptable or Better



1996-1997 Middle Level English Language Proficiency Assessment

Component Results by FSL Program

Percentage of Students Achieving Acceptable or Better



MIDDLE LEVEL MATHEMATICS ASSESSMENT RESULTS

Anglophone School Districts

Middle Level Mathematics Assessment

Background

In June 1998, the first Middle Level Mathematics Assessment was administered, following an extensive field-test of items the previous spring. All grade 8 students were expected to write the assessment, which was designed in three sections administered over two days. The assessment was based on the grade 8 provincial mathematics curriculum, but was designed to reflect students' achievement over the middle school years.

The first section of the assessment consisted of 50 multiple choice items; section two, the non-calculator section, included 24 mental math, multiple choice and open-response questions; section three comprised 15 open response items. Each section included items of varying difficulty levels which addressed all four strands (numbers and operations, 45% of the assessment; algebra, 20% ; measurement, 25%; and data management, 10%). Problem solving was included throughout and was not considered a separate strand.

The assessment was widely considered to be a fair and not unduly difficult test of students' mathematical skills at the end of middle school. Individual student results were reported by strand on achievement levels ranging from superior to weak. In order to succeed on the assessment as a whole, students needed an acceptable level on any three strands or an acceptable level on numbers and operations (45% of the assessment) and one other strand.

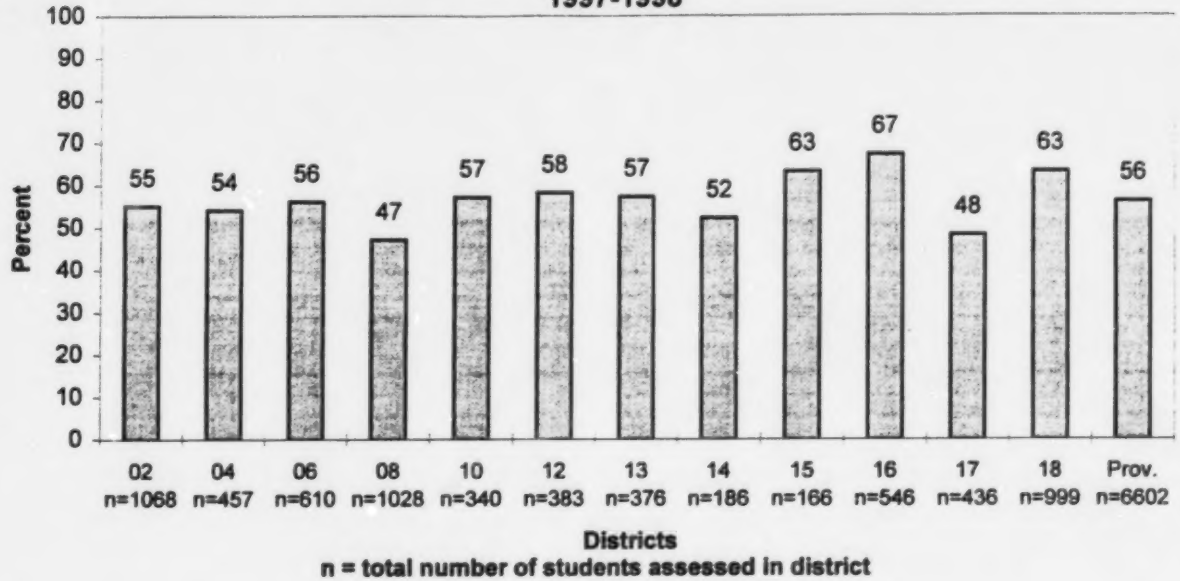
Findings

- Six thousand, six hundred and two students wrote the Middle Level Mathematics Assessment. Fifty-six percent of those who did the assessment were successful.
- Of the 6999 students registered, 6% were either exempted or did not write for one reason or another. A handful of students (26) were exempted from the non-calculator section.
- The results of the algebra (65% at acceptable or better) and data management (60%) strands were somewhat better than those of numbers and operations (56%) and measurement (49%).
- Almost exactly half of those writing were female, half male. The success rate was identical for males and females, at 56%. However, females did slightly better on algebra and data management, while males were a little more successful on numbers and operations and measurement.
- Students enrolled in French Immersion programs achieved at a significantly higher level than those in the regular program. Students in Early French Immersion and Late French Immersion succeeded at a rate of 67% and 68% respectively, while those in the regular program had a success rate of 49%.

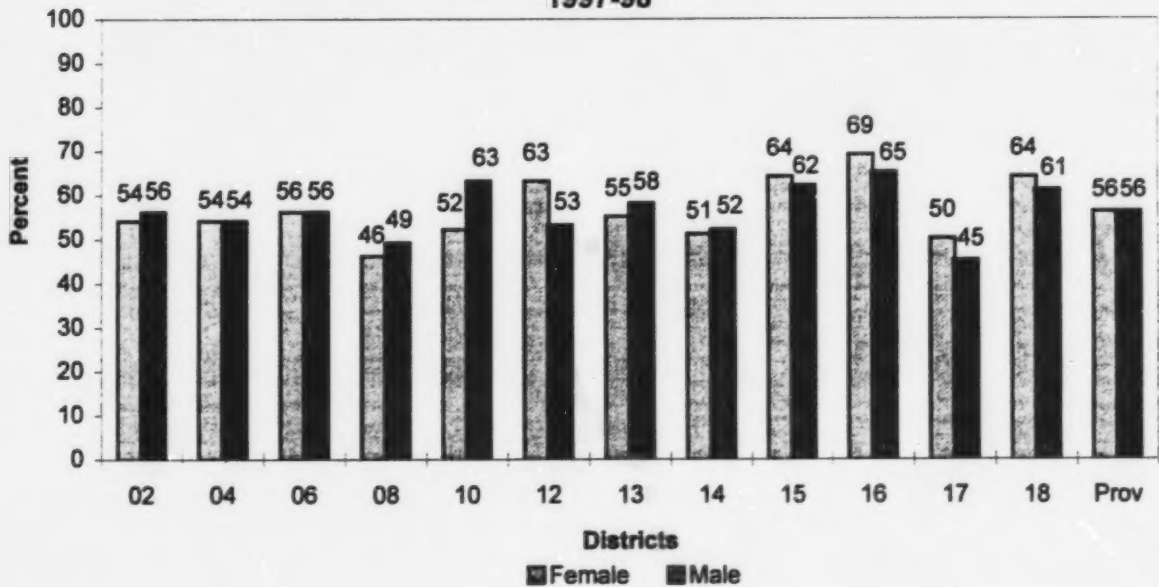
Follow-up

- With this assessment in mind, many middle schools have taken advantage of in-service opportunities offered by the Math Centre at the University of New Brunswick. The Centre also offers year-end assessments which can be used by schools, if they choose, both to identify students with specific weaknesses in mathematics, and to prepare them for the kinds of questions they should expect on the assessment.
- Middle schools are identifying and helping students with weaknesses in mathematics at the beginning of middle school to better prepare them for success on this assessment.
- Middle schools are using results from the math assessment as one indicator for their School Performance Review, and establishing a target for improved results in their School Improvement Plans.

**Middle Level Mathematics Assessment
Percent of Successful Results by District
1997-1998**



**Middle Level Mathematics Assessment
Percent Successful by Gender
1997-98**



MIDDLE LEVEL MATHEMATICS ASSESSMENT

In this chart, you will note that 60% of District 06 students achieved acceptable or better in Numbers and Operations, compared to 57% provincially. Fifty-six percent of District 06 students were successful on the assessment, the same as the provincial average.

1997-1998

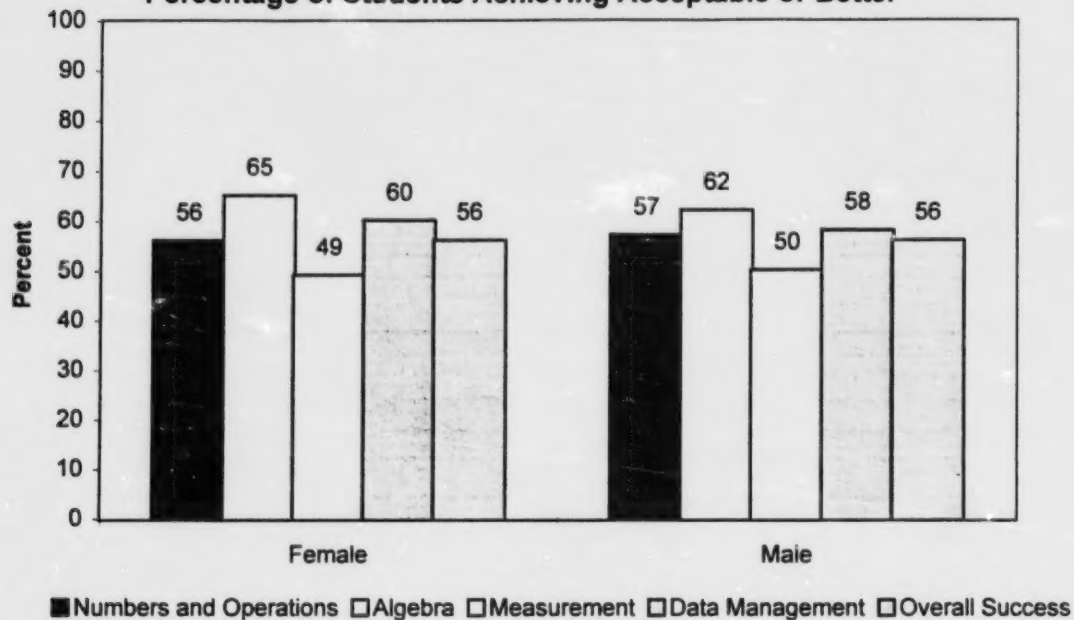
District Number	District Office	% Acceptable or better – Numbers & Operations	% Acceptable or better – Algebra	% Acceptable or better – Measurement	% Acceptable or better – Data Management	% Successful Overall*
02	Moncton	56	63	49	61	55
04	Sussex	54	60	44	62	54
06	Rothsay	60	68	48	58	56
08	Saint John	49	55	43	49	47
10	St. Stephen	57	63	51	58	57
12	Woodstock	58	66	49	63	58
13	Perth-Andover	56	61	47	58	57
14	Dalhousie	51	61	49	52	52
15	Bathurst	61	65	60	65	63
16	Chatham	66	72	61	70	67
17	Chipman	48	62	40	53	48
18	Fredericton	64	69	57	61	63
Provincial Average		57	64	49	59	56

- * To achieve a successful overall status, a student has reached the acceptable level in any three strands or has reached the acceptable level in the numbers strand (45% of the assessment) and one of the other three strands. Any student missing part of the assessment (except for those officially exempted from Section B) will receive an **incomplete** overall and will not receive strand information since insufficient items will have been completed.

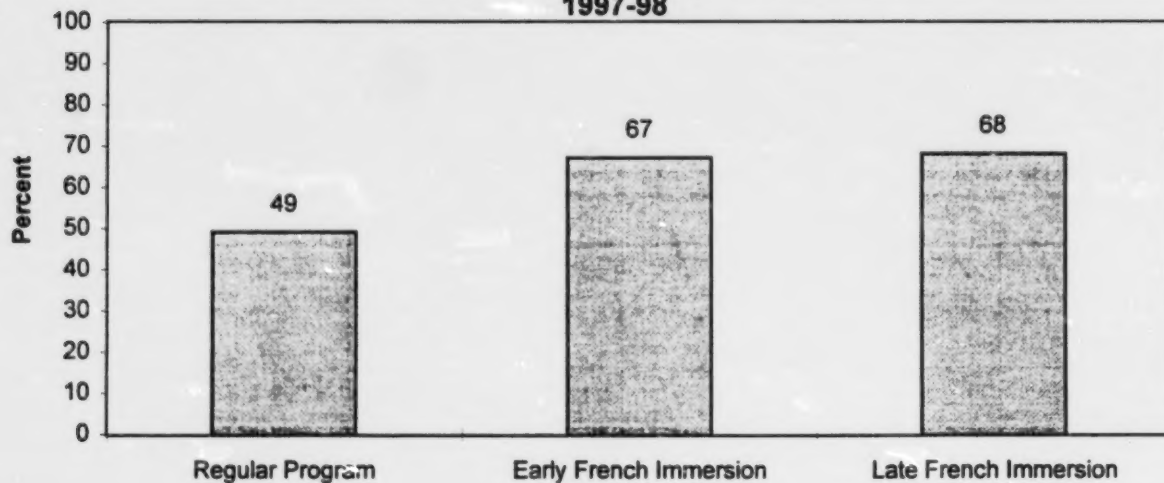
1997-1998 Middle Level Mathematics Assessment

Component Results by Gender

Percentage of Students Achieving Acceptable or Better



Middle Level Mathematics Assessment **Percent Successful by Program of Instruction** **1997-98**



ELEMENTARY LEVEL RESULTS

PROVINCIAL ASSESSMENTS AT GRADE 6

Anglophone School Districts

Provincial Assessment at Grade 6

Background

The Provincial Assessment at Grade 6 administered in May 1998 was the last of the elementary cyclical assessments, and the second to be administered at grade 6. Beginning in May 1999, the province will assess students annually at grades 3 and 5, with individual student results distributed to parents and schools.

This year's assessment was intentionally similar to the one written in 1996; however, since that time grade 6 classes in most areas of the province have moved from elementary schools to middle schools, making a direct comparison of results less straightforward than for the previous two grade 3 cyclical assessments.

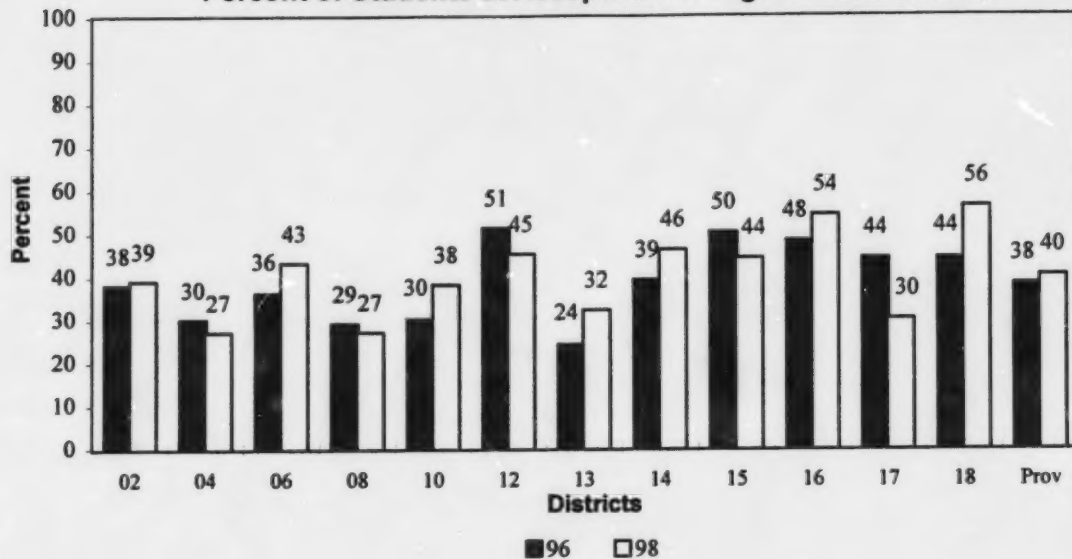
Findings

- Six thousand, four hundred and seventy-eight students participated in the assessment. The exemption rate was 3%, up slightly from 2% exempted in 1996. A further 2% did not write for a variety of reasons.
- Students were assessed in reading, writing, mathematics and science. Group rather than individual results were reported to schools and district offices for all parts of the assessment other than process writing, where a randomly selected sample was marked and reported provincially.
- Results were comparable to those of 1996, with some improvement in most areas. Mathematics results were up slightly, with 40% achieving acceptable or better in 1998 from 38% in 1996. There was an improvement in science, too; in 1998, 66% achieved acceptable or better compared to 62% in 1996.
- Reading achievement was identical to the previous administration, at 73%. demand writing improved, to 73% at acceptable or better in 1998 from 69% in 1996. Process writing results showed the only decline; in 1998, only 54% of the provincial sample (26% of the responses were marked) achieved acceptable or better compared to 67% in 1996.
- Some gender differences were apparent. Females did better than males in reading (77% acceptable or better compared to 70%) and writing (80% compared to 66%), while males rated higher in mathematics (42% to 38%) and science (69% compared to 63%).
- As a group, students enrolled in French Immersion programs achieved acceptable or better in higher numbers than those in the regular program. The gap in mathematics and science (11% and 10% respectively) was less dramatic than in reading (a 20% difference in achievement) and demand writing (a 19% difference).

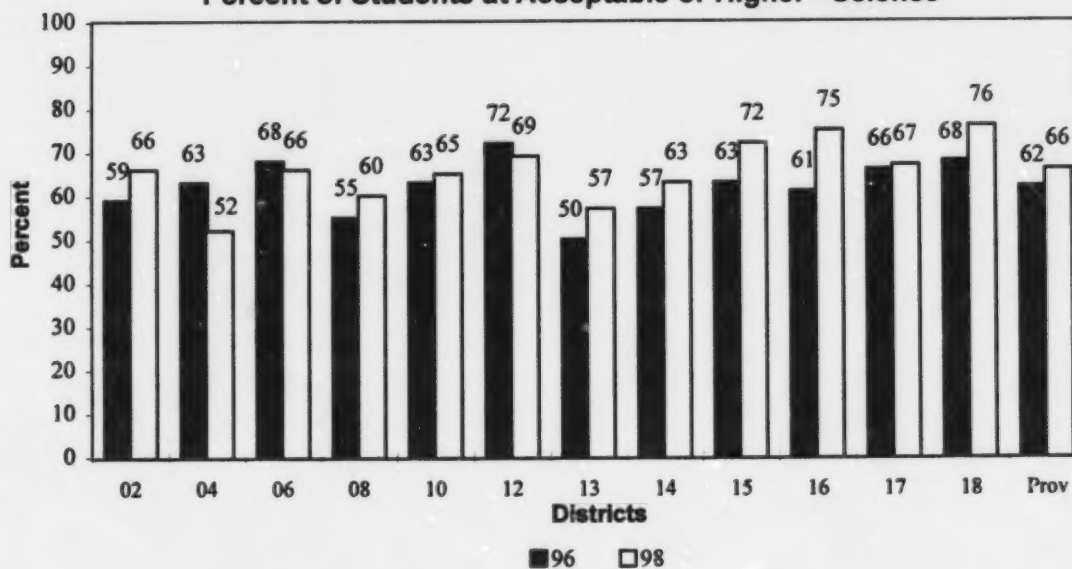
Follow-up

- The grade 6 results provide useful indicators to schools about areas of the curriculum which might need particular emphasis. Many schools, for example, are reviewing their delivery of mathematics in an effort to improve achievement in that area.
- Schools are using the grade 6 assessment results, together with those of other provincial assessments, as one of the indicators for their School Performance Reviews.

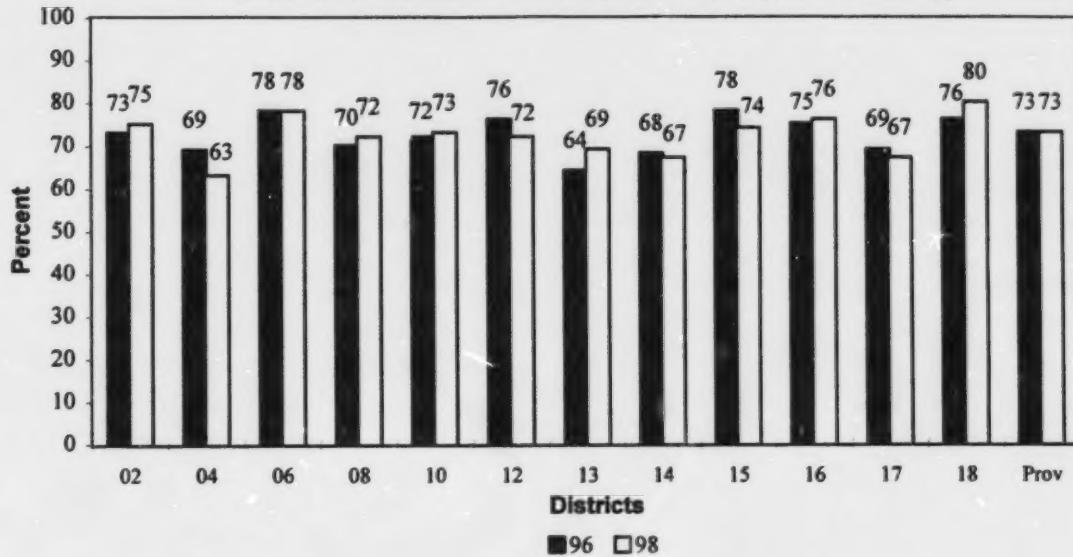
Provincial Assessment at Grade Six
Percent of Students at Acceptable or Higher - Mathematics



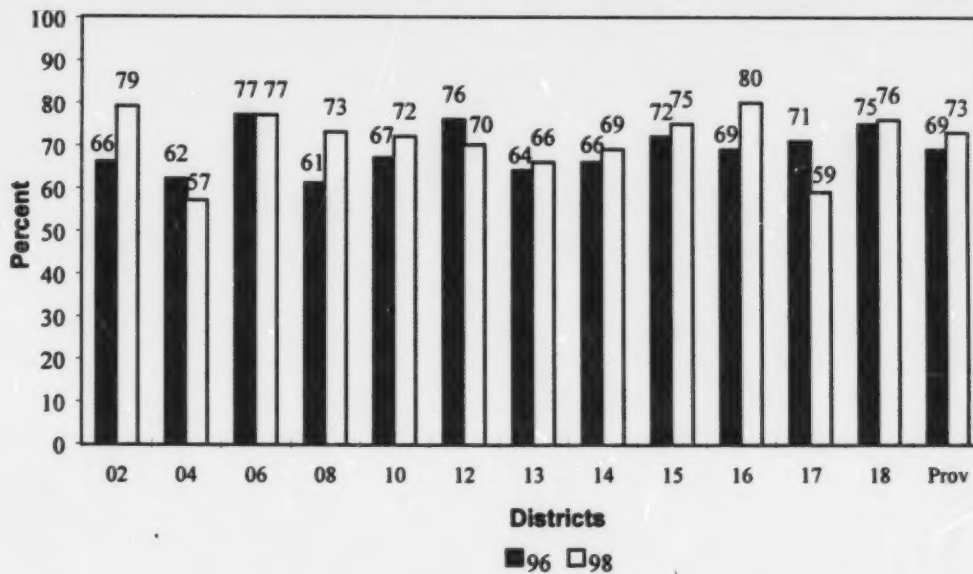
Provincial Assessment at Grade Six
Percent of Students at Acceptable or Higher - Science



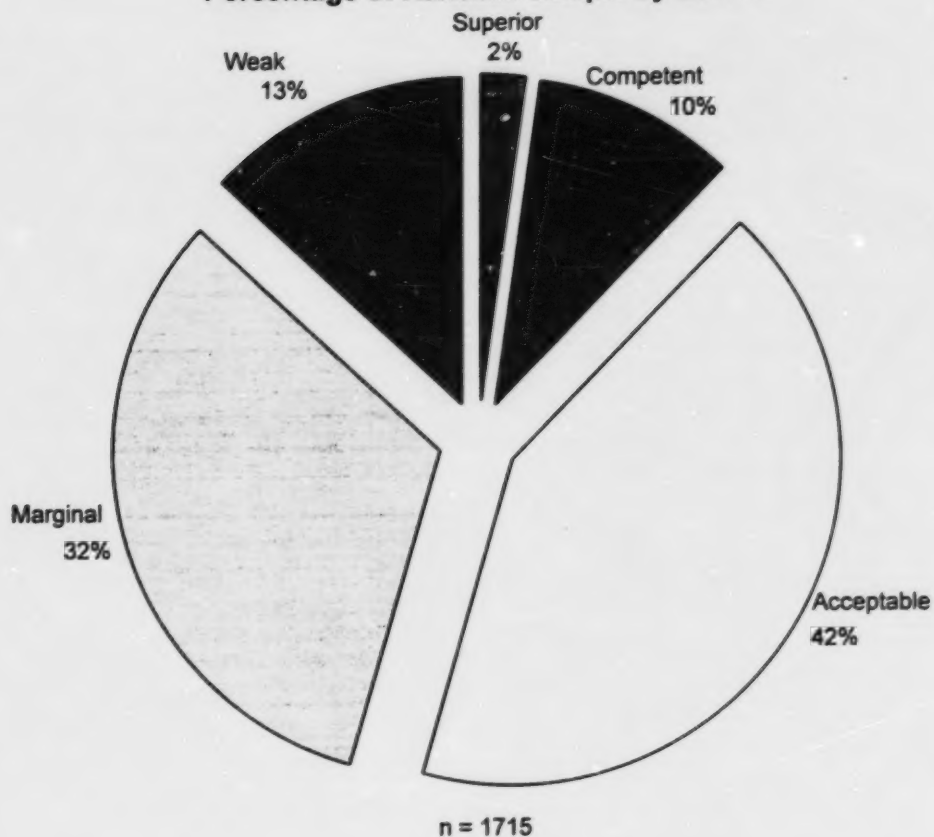
Provincial Assessment At Grade Six
Percent of Students at Acceptable or Higher - Reading



Provincial Assessment at Grade Six
Percent of Students at Acceptable or Higher - Demand Writing



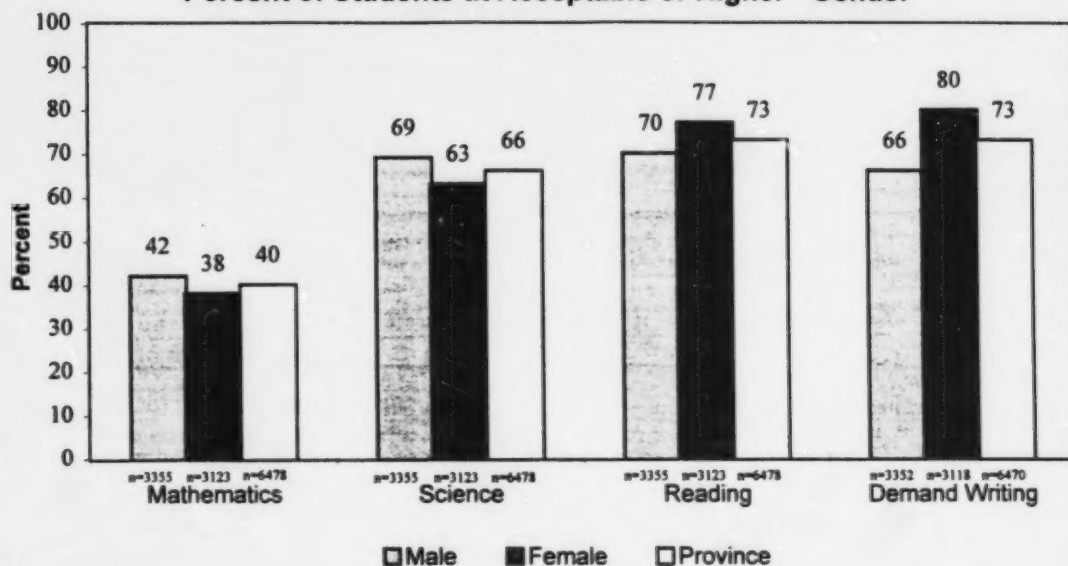
1998 Provincial Assessment at Grade Six - Process Writing
Percentage of Random Sample by Levels*



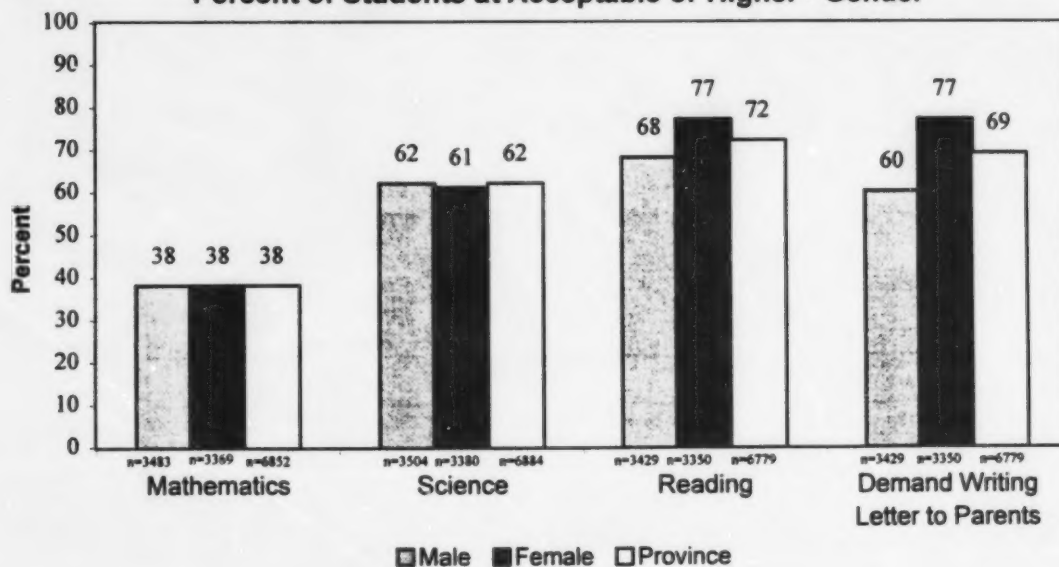
*These results are reported for the province rather than by district, since the sample numbers in some cases were too small to provide accurate results for districts.

Provincially, 54 percent of students achieved the acceptable level or above.

Provincial Assessment at Grade Six - 1998
Percent of Students at Acceptable or Higher - Gender

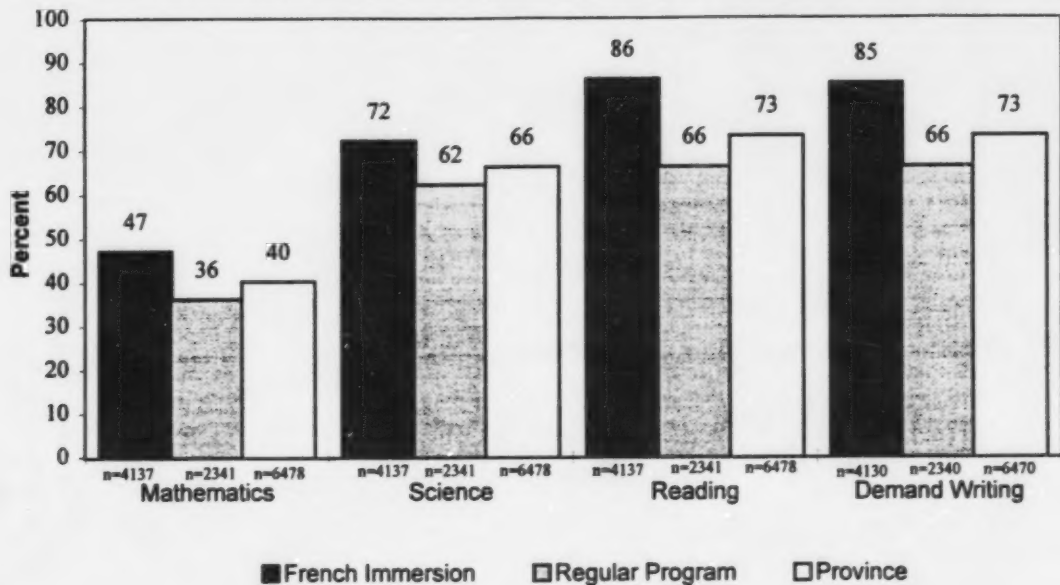


Provincial Assessment at Grade Six - 1996
Percent of Students at Acceptable or Higher - Gender



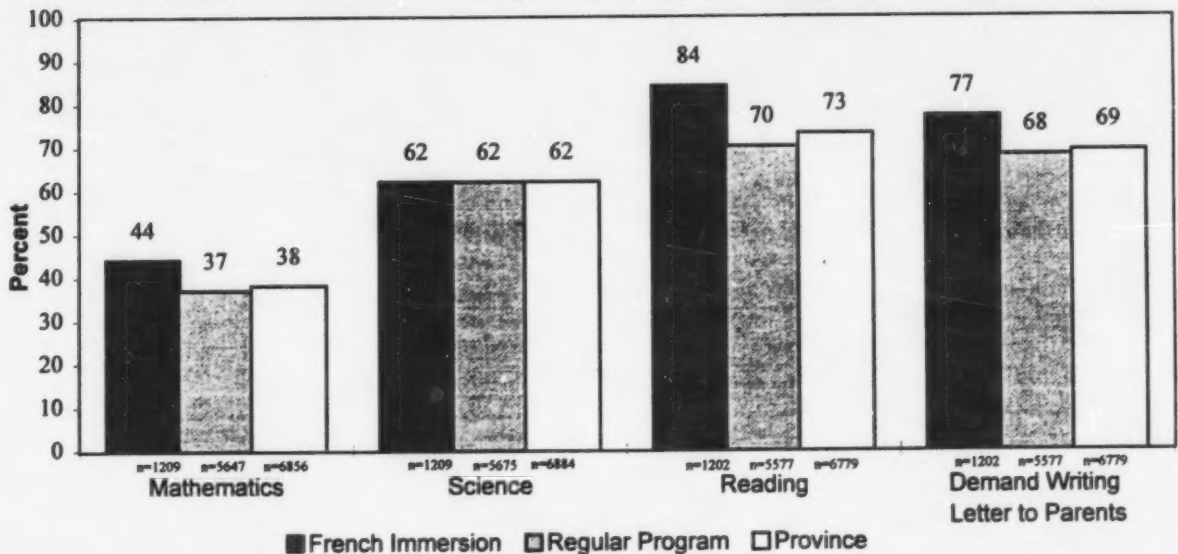
Provincial Assessment at Grade Six - 1998

Percent of Students at Acceptable or Higher - Language of Instruction



Provincial Assessment at Grade Six - 1996

Percent of Students at Acceptable or Higher - Language of Instruction



FRENCH SECOND LANGUAGE ASSESSMENT AT GRADE 6

Anglophone School Districts

French Second Language Assessment at Grade 6

Background

A reading and writing assessment for early (grade 1 entry) and middle level (grade 4 entry) French Immersion students was administered for the first time in April 1998 to students in grade 6. This annual program assessment is designed to look at student achievement in French as a second language. Although the bi-yearly Assessment at Grade 6 ended with the 1998 administration, to be replaced by an annual Assessment at Grade 5, this FSL assessment is specifically designed for and will remain at grade 6.

The reading assessment consisted of several passages of prose and poetry each with a series of multiple choice questions designed to reveal reading comprehension. Writing was assessed by one required task which was marked by two trained scorers.

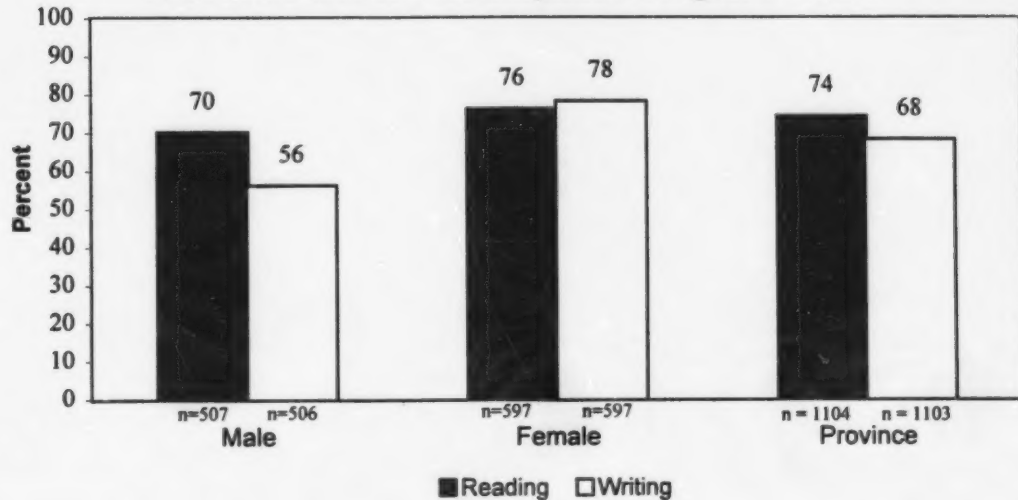
Findings

- Just over 1100 students participated in this assessment. Of these, 597 were female, 506 male.
- Seventy-four percent of the students achieved a level of acceptable or higher in reading; 68% reached at least the acceptable level in writing.
- In reading, 76% of females and 70% of males reached the acceptable level or better. In writing, there was a greater gap in achievement: 78% of females and 56% of males achieved the acceptable level or higher.

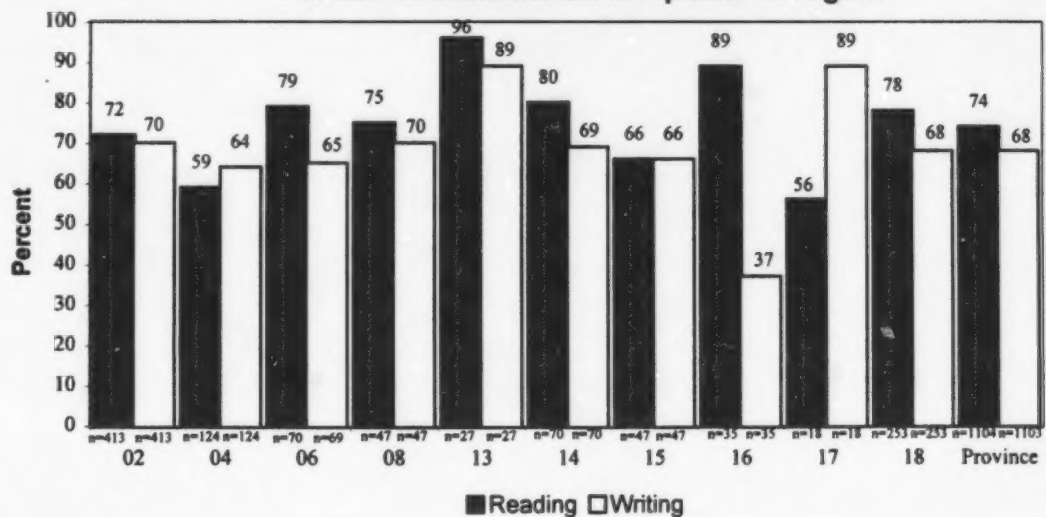
Follow-up

- Results of the assessment were reported by group rather than for individual students. The results were distributed to schools and districts, and final data were sent electronically to district offices for their own further analysis.
- Results from this first annual FSL assessment will provide base-line data for schools and districts.

Provincial Assessment at Grade Six - 1998
French Second Language
Percent of Students at Acceptable or Higher - Gender



Provincial Assessment at Grade Six - 1998
French Second Language
Percent of Students at Acceptable or Higher



Appendix A

REALIBILITY AND VALIDITY STATISTICAL DATA

Technical Issue: Confidence in Assessment Results

In evaluating the technical quality of an assessment, measurement specialists employ two key concepts: reliability and validity. Reliability is determined entirely through statistical analysis and validity is a function of both human judgement and statistical analysis. These two technical properties reflect an exam's "quality" and are useful in determining the degree of confidence that can be placed in test scores.

Validity is the extent to which an assessment measures what it is supposed to measure and more importantly, the extent to which inferences and actions made on the basis of test scores are appropriate and accurate. For example, if a student performs well on a reading test, how confident are we that that student is a good reader? To ensure validity, initially test writers follow carefully designed development guidelines in order to link assessments to the intended curriculum and/or intended learning outcomes. Next, the potential exam questions are carefully screened by classroom teachers and other educators for balance and fairness. Field-testing provides evidence of question difficulty and discrimination and in combination with the other steps ensures provincial assessments will provide accurate estimates of students' performance on what they are expected to learn or do.

Reliability, in terms of educational testing, is concerned with the differences between **test scores** and **true scores** which represent the actual level of achievement or performance of the students. Because all measurement is subject to error, the true score of an individual can never be known; therefore, the test score must be used as an approximation. Reliability may be thought of as a matter of estimating how closely test scores approximate the true scores. An assessment cannot be valid if it is not reliable.

Reliability is usually expressed statistically as a coefficient where values can lie between 0.00 and 1.00. While there is no absolute standard for acceptable reliability, values in the .70 to .80 range are considered desirable by assessment specialists. The figures below show the average reliability estimates to be 0.88 which strongly suggests provincial tests accurately measure expected learning outcomes.

Reliability Coefficients for 1997-1998

Provincial Examinations - January 1998

Mathematics 111/112:	.9372	English 111/112:	.8480
Mathematics 113:	.9065	English 113:	.8795

- June 1998

Mathematics 111/112:	.9305	English 111/112:	.8519
Mathematics 113:	.9112	English 113:	.8567

Reassessment - October 1997

Reading Component: .8519 (multiple choice only)*

Middle Level English Language Proficiency Assessment - Fall 1997

Reading Component: .8864 (multiple choice only)*

Middle Level Mathematics Assessment - June 1998

.9430

Provincial Assessment at Grade 6 - May 1998

Reading:	.8729
Mathematics:	.8611
Science:	.8129

* In the writing components, each question is marked by raters who must agree exactly on the level to be assigned to the piece. Thus the inter-rater reliability equals 1.00.

Appendix B

**MARKING CRITERIA/
LEVELS OF PROFICIENCY
established for provincial assessments in
Anglophone School Districts**

New Brunswick French Second Language Proficiency Assessment

The Levels of Proficiency

UNRATEABLE	No functional ability in the language.
NOVICE	Able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized phrases or formulae. Vocabulary is limited to areas of immediate needs. Attempts at creating speech are usually unsuccessful.
BASIC	Some creation with language is evident. Able to satisfy minimum courtesy requirements and maintain very simple face-to-face interaction with native speakers used to dealing with second language learners. Almost every utterance contains fractured syntax and grammatical errors. Vocabulary is adequate to express most elementary needs.
BASIC PLUS	Able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. Shows spontaneity in language production, but fluency is very uneven. Range and control of the language is limited.
*INTERMEDIATE	Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information. Can give directions from one place to another. Has a speaking vocabulary sufficient to respond simply with some circumlocutions; accent, though often quite faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar. In complex situations, language usage generally disturbs the native speaker.
**INTERMEDIATE PLUS	Able to satisfy most work requirements and show considerable ability to communicate on concrete topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of speech, yet under tension or pressure language may break down. Generally strong in either grammar or vocabulary, but not both. Normally controls general vocabulary with very little groping for everyday words. Is able to participate in most formal and all informal conversations on practical, social and professional topics, although comprehension may be faulty at times.
***ADVANCED	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Knowledge of vocabulary is broad enough that the speaker rarely has to grope for a word; accent may be obvious. Control of grammar good; errors virtually never interfere with understanding and rarely disturb the native speaker. Comprehension is quite complete.
ADVANCED PLUS	Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent is still faulty, and the speaker occasionally exhibits hesitancy which indicates some uncertainty in vocabulary or structure.
SUPERIOR	Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can understand and participate in any conversation within the range of personal and professional experience with a high degree of fluency and precision of vocabulary. Accent is good, but the speaker would rarely be taken for a native speaker.

- * Goal for Core Program
- ** Goal for Late Immersion
- *** Goal for Early Immersion

Middle Level English Language Proficiency Assessment/Reassessment

READING COMPREHENSION (Grades 8 and 10)

Assessment Requirements:

Students take two timed reading comprehension tests including both multiple choice and short response questions.

Overview of Test Content:

The provincial reading comprehension objectives are measured by a variety of age appropriate passages taken from traditional and contemporary writing, including prose (fiction and non-fiction) and poems that vary in length, subject matter and style. Students read passages and then answer multiple choice and short response questions which assess the strategies used to discover meaning. Questions are varied; some require demonstration of critical thinking, while others require interpretation.

The appropriateness of all reading passages is judged by considering several important factors:

- vocabulary level,
- sentence complexity,
- type of subject matter, and
- kinds of skills measured by the passage.

The reading test items, both multiple choice and short response, measure the following skills and abilities.

STATED INFORMATION: The student recalls details and other information stated in a sentence or passage.

PASSAGE ANALYSIS: The student analyzes a passage to interpret character feelings, motives, traits; interpret events; compare and contrast elements; or identify relationships, such as cause and effect.

CENTRAL THOUGHT: The student identifies the central thought of a passage, including such elements as the author's main idea, theme, purpose, viewpoint, bias, or tone of a passage.

WRITTEN FORMS/TECHNIQUES: The student identifies and interprets various forms of writing; literary techniques, such as genre, story structure, figurative language and persuasive technique.

CRITICAL ASSESSMENT: The student critically evaluates information in a passage in order to differentiate between fantasy and reality or between fact and opinion, to predict outcome, or to make other judgements related to the passage.

PROCESS WRITING (Grade 8)

Assessment Requirements: Students submit a piece of prose, approximately 200 to 500 words, written on a topic of their choice from any discipline. Opportunities for pre-writing activities, teacher and peer conferencing, revision and editing strategies are each provided for and strongly recommended over approximately fifteen school days.

Descriptors of Performance:

SUPERIOR

- purposeful and effective organization and expression of ideas
- insightful and well considered ideas supported by significant, relevant, precise details
- clear commitment to purpose and audience
- strong personal engagement with subject
- precise choice of words
- minimal mechanical flaws

COMPETENT

- purposeful and clear organization and expression of ideas
- thoughtful and clear ideas supported by specific and purposeful details
- appreciation of purpose and audience
- good personal engagement with subject
- appropriate choice of words
- occasional mechanical flaws

ACCEPTABLE

- clear but mechanical organization and expression of ideas
- straightforward and clear ideas supported by appropriate but generalized details
- awareness of purpose and audience
- discernible personal engagement with subject
- adequate choice of words
- some mechanical flaws but not sufficient to interfere with overall meaning

MARGINAL

- evident but sometimes inconsistent organization and expression of ideas
- limited but discernible ideas supported by few and/or repetitive details
- diminished awareness of purpose and audience
- little personal engagement with subject
- inadequate choice of words
- mechanical errors are distracting and interfere with overall meaning

WEAK

- unclear and haphazard organization and expression of ideas
- limited and imprecise ideas with scant details and probably unrelated
- little or no awareness of purpose and audience
- lacks personal engagement with subject
- poor choice of words
- mechanical errors are jarring and seriously interfere with overall meaning

DEMAND WRITING (Grades 8 and 10)

Assessment Requirements: Students are required to write a letter to their principal explaining a misunderstanding which occurred on a school trip and persuading the principal to permit future class trips. Forty minutes for planning and preparation of a draft are provided; students work independently without teacher assistance. An additional twenty minutes is made available for completion of a final copy.

Descriptors of Performance:

SUPERIOR

- clear commitment to purpose and audience
- confident, lively voice/strong personal engagement with subject
- insightful and well considered ideas
- precise choice of words
- fluent development of sentences and paragraphs
- minimal mechanical flaws

COMPETENT

- appreciation of purpose and audience
- confident, appropriate voice/good personal engagement with subject
- thoughtful and clear ideas
- appropriate choice of words
- effective development of sentences and paragraphs
- occasional mechanical flaws

ACCEPTABLE

- awareness of purpose and audience
- adequate sense of voice/ discernible personal engagement with subject
- straightforward and clear ideas
- adequate choice of words
- evidence of developed sentences and paragraphs
- some mechanical flaws but not sufficient to interfere with overall meaning

MARGINAL

- diminished awareness of purpose and audience
- uneven voice/ little personal engagement with subject
- limited but discernible ideas
- inadequate choice of words
- some evidence of sentences and paragraphs
- mechanical errors are distracting and interfere with overall meaning

WEAK

- little or no awareness of purpose and audience
- little or no evidence of voice/lacks personal engagement with subject
- limited and imprecise ideas
- poor choice of words
- little or no evidence of sentences and paragraphs
- mechanical errors are jarring and seriously interfere with overall meaning

Performance Levels - Middle Level Mathematics Assessment (Grade 8)

For this assessment, student achievement is classified into one of five performance levels. Below are some characteristics and practices of students achieving the different levels. Not every characteristic need be present to identify a student at a given performance level.

	Number Systems & Operations	Algebra	Measurement & Geometry	Data Management
Superior	- uses efficient strategies to perform operations on whole number, decimals, fractions, and integers - easily relates representations of different fractions or decimals - efficiently solves percent, ratio, and rate problems - identifies patterns and develops own strategies to simplify calculations - applies a variety of strategies to solve complex non-routine problems or creates original solutions - recognizes when a problem solution does not make sense	- creates and graphically represents a variety of algebraic expressions or equations from complex statements and number patterns - creates and uses a variety of algebraic expressions to solve problems - manipulates formulas easily	- finds and relates volumes and surface areas of solids - recognizes different conditions to describe geometric situations or figures - formulates conjectures and validates conclusions	- shows data in multiple formats and relates the various formats - predicts the relative relationship of mean, median, and mode for a set of data or creates data with a given mean, median, and mode - creates simulations to model probabilistic situations
Competent	- knows when and how to use a variety of strategies to perform operations on whole numbers, decimals, fractions, and integers - understands the concepts of ratio and rate - solves percent, ratio and rate problems - estimates effectively	- creates a data table & graphically represents the relationship - solves simple problems using algebraic techniques - creates, interprets, and simplifies more complex algebraic expressions - identifies and uses more complex number patterns	- finds volume and surface area of various solids - uses geometric relationships to solve problems involving geometry - applies properties of geometric transformations - applies principles of congruence and similarity	- represents data on the most appropriate type of graph - calculates mean, median, and mode and recognizes the usefulness of each - comprehends simulations to solve simple probability problems - determines empirical and theoretical probabilities
Acceptable	- applies familiar strategies to new problems - gives complete explanation of answers - knows when and how to perform operations on whole numbers, and most decimals, fractions, and integers - can relate various fraction and decimal forms - solves basic percent, ratio, and rate problems - knows basic facts & procedures required for mental math and estimation - usually applies a given strategy correctly	- graphically represents data from a simple data table - solves simple algebraic equations - creates and interprets simple algebraic expressions - evaluates basic algebraic expressions - identifies & uses basic number patterns - can solve fairly straightforward multi-step problems	- finds volume and surface area of simple solids - describes relationships about various geometric figures or concepts - identifies properties of geometric transformations - understands congruence & similarity - explanations incomplete but correct	- creates/interprets circle graphs and uses a scale to create/interpret bar graphs - calculates mean, median, and mode as well as simple probability - determines simple empirical probabilities
Marginal	- knows when and how to perform operations on whole numbers and some decimals, fractions, and integers - recognizes a ratio situation and can relate different forms of some fractions and decimals - recognizes some of the elements in a problem solution, but has difficulty putting them together	- diagrams simple relations - simplifies and evaluates simple algebraic expressions - interprets simple algebraic expressions - can continue basic number patterns	- calculates perimeters and areas of basic plane figures - classifies solid forms and plane figures - describes some characteristics of simple geometric figures - performs single geometric transformations	- creates/interprets bar graphs and pictographs in response to specific directions - calculates an average - understands simple empirical probabilities
Weak	- performs only simple operations (+, -, x, ÷) on whole numbers - can represent or recognize simple fractions and decimals - has difficulty describing what a ratio means - has difficulty knowing how to begin a problem solution	- plots points on a grid - cannot interpret algebraic expressions	- determines linear dimensions of only simple plane figures - identifies simple geometric figures	- reads information from simple tables and graphs - is uncertain about what a probability tells

Provincial Assessment at Grade 6

WRITING CRITERIA

Superior

Focus sustained
Coherent, well-developed structure which sustains interest
Sentence structure effective and varied
Details effective, specific and appropriate
Strong beginning and ending
Individual voice emerging
Precise choice of words
Competent spelling, mechanics and usage; minimal flaws

Competent

Focus clear
Structure apparent: a sense of sequence and logic
Supporting detail appropriately chosen
A sense of closure achieved
Individual style/emerging voice evident
Vocabulary effective and appropriate
Sentence structure varied
Spelling, mechanics and usage generally very good; occasional flaws

Acceptable

Focus generally evident
Structure generally apparent; coherent development
Some supporting detail, not always appropriate
Closure is attempted
A sense of voice beginning to emerge
Vocabulary commonplace, with some effective choices
Some variety in sentence structure
Some mechanical flaws but not sufficient to interfere with overall meaning

Marginal

Purpose for writing emerges but focus may be lost at times
Supporting detail sparse or unconnected
Ending sometimes abrupt
Connecting words are the obvious ones (but; when)
Sentence structure repetitive
Vocabulary limited
Mechanical flaws are distracting and interfere with overall meaning

Weak

No real focus
Relevant detail missing
Ending inappropriate or not included
Structure and development not apparent
Basic and limited vocabulary used
Sentence structure immature
Mechanical flaws are jarring and seriously interfere with overall meaning

Unrateable

Insufficient work to be marked
Totally illegible
Missing

READING ASSESSMENT: DESCRIPTION OF LEVELS (Grade 6)

An assessment of a student's reading comprehension level is directly tied to the level of difficulty of text. The following descriptions are relative to texts that students at grade 6 might read.

A **Straightforward Text** is a text which is fairly short in length, uses common vocabulary with concrete meaning and simple sentences, and has a predictable organizational structure which the reader would most likely have experienced. Both the subject matter and the style of the text are familiar and conventional.

A **Complex Text** includes more complicated vocabulary which may be used in unconventional ways. Sentence structure is varied, casual relationships are not as clear and the organizational structure is less direct. Subject matter and style are often more abstract.

A **Sophisticated Text** uses challenging vocabulary, complex sentence structure where casual relationships are implied, and organizational structures which are complicated and unique rather than straightforward and predictable. Both the subject matter and the style of the text are often innovative and unconventional.

Weak: the student is able to read and interpret straightforward prose and when questioned directly, can

- recall information
- make inferences
- draw conclusions

Marginal: text may be rather more complex. Students are able to interpret meaning by

- recalling and responding to facts in the passage
- detecting relationships implied in the text
- recognizing structure and purpose

Acceptable: students can read more complex texts, and can

- interpret unusual words in context
- make judgements drawing inferences from the text
- generalize and synthesize information about characters and events

Competent: students can read and understand complex text and discover meaning by

- interpreting implied connections
- deciphering unfamiliar words in context when given clues
- making judgements or predictions about the story/non-fiction selection

Superior: students can read sophisticated text and

- make insightful judgements
- interpret and predict outcomes
- draw conclusions about the writer's purpose, style and characterization

MATHEMATICS ASSESSMENT (Grade 6)

The mathematics assessment examines a range of numeration, operations, measurement, data management, and geometry skills primarily within a problem solving context.

Sample questions

- You buy 2 of the items shown and your change is \$4.32. How much did you give the clerk?



50



\$3.40



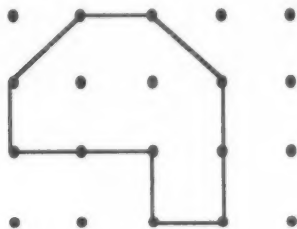
\$12.18



58

- A. \$10
- B. \$15
- C. \$20
- D. \$25

- What is the area of the figure shown on the centimetre grid?



- A. 5 cm²
- B. 6 cm²
- C. 8 cm²
- D. 10 cm²

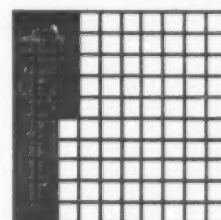
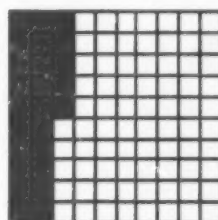
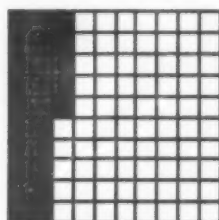
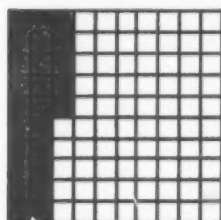
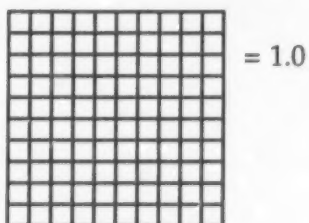
- Which is a common factor of 9 and 24?

A. 3
B. 9
C. 24
D. 48

- A glass holds 0.3 L of liquid. If you have 5 L of juice, how many glasses will you need? _____

Show your work here: _____

- Which decimal problem does the model below represent if



A. 4×2.5
B. 4×0.25
C. 0.4×25
D. 0.4×2.5

SCIENCE ASSESSMENT (Grade 6)

The science assessment examines a range of concepts and skills across physical sciences, life sciences, earth science, and environment strands.

Sample Questions

- Dale and Lynn wanted to demonstrate the deposition of rock. They made a sandwich by layering meat, cheese and lettuce.

This could be compared to the deposition of what kind of rock?

- A. metamorphic
- B. sedimentary
- C. intrusive
- D. igneous

- Grade 6 students recently participated in the school Science Fair. Parents and community members were invited to view the displays and discuss the scientific issues and investigations.

At one display, Michelle and Mark used a spring scale to measure the force needed to pull a toy truck.

What unit is most appropriate for measuring force?

- A. cubic centimetre (cm^3)
- B. newton (N)
- C. kilogram (kg)
- D. watt (W)



- Sometimes people experience numbness in their hands and feet when these body parts "go to sleep." What system is responsible for this?
 - A. excretory
 - B. digestive
 - C. circulatory
 - D. respiratory

- At the beach flocks of sandpipers were feeding on mud shrimp. The park ranger explained that when young falcons arrive they will prey on the sandpipers.

This is an example of

- A. pollution
 - B. migration
 - C. a food web
 - D. population
- When 2 curling rocks collide, what process has occurred?
 - A. Kinetic energy is transferred from one rock to another.
 - B. Potential energy is transferred from one rock to another.
 - C. The mass of the object has been transferred.
 - D. Gravity caused the first rock to stop.
- Chris wanted to find out what kind of liquid fertilizer is best for growing house plants. The chart below shows how he set up the experiment.

Brand of Fertilizer	Volume of Fertilizer	Volume of Water	Temperature of Water
Grow & Bloom	5 mL	250 mL	10°C
Luscious Leaf	5 mL	250 mL	20°C
Green Grow	5 mL	250 mL	30°C

To more fairly compare the fertilizers, how should Chris change the experiment?

- A. use more water
 - B. use water of the same temperature
 - C. use more fertilizer
 - D. use only one kind of fertilizer
- Heavy rains had caused flooding and washed away soil in various areas throughout the park.

From which area would soil most likely be washed away?

- A. a flat area with no vegetation
 - B. a sloping area with bushes
 - C. a flat area with grasses
 - D. a sloping area with no vegetation

Appendix C
Comments on "Report Card"

1. Did "Report Card" provide you with useful information? Yes ____ No ____

Comments: _____

2. Was the language clear and jargon-free? Yes ____ No ____

Comments: _____

3. Do you think publication of these results is desirable? Yes ____ No ____

Comments: _____

4. What additional information would you like to see?

5. What changes would improve "Report Card"?

Evaluation Branch
Department of Education
P.O. Box 6000
Fredericton, NB
E3B 5H1
Tel: (506) 453 2744; Fax: (506) 457-6906; E-mail: caryg@gov.nb.ca